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# SPRING HOUSE



*March*

## THE HIGH-SCHOOL PRINCIPAL

By EARL R. SIFERT



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## PREPARED TO THE WAR: A Health and Fitness Program

By HERMAN L. SHIBLER



Post-War Planning: 65 Questions  
By ETHELLIE HINDS RYAN



Lesson Education Combats Delinquency  
By ANNA MAY JONES



End-of-the-Term; The Truth about My Grades . . . My Classroom Writing a History of the War . . . English vs. American Secondary School Journalism . . . A Classroom Teacher Looks at Unit Teaching . . . Georgie, The Gremlin of Bensenville Junior High . . . Sophomores as English Critics . . . For Victory, Must We Surrender Language Courses? . . . Superman Lectured by Junior-High Teacher . . . Etc.

A JOURNAL for MODERN  
JUNIOR and SENIOR HIGH SCHOOLS

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A journal for modern junior and senior high schools

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# The Clearing House

*A journal for modern junior and senior high schools*

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## Contents

THE HIGH-SCHOOL PRINCIPAL: EXPERIENCE, IN-SERVICE TRAINING . . .	<i>E. R. Sifert</i>	387
GEARED TO THE WAR: HIGHLAND PARK EMPHASIZES FITNESS . . . .	<i>H. L. Shibler</i>	392
END OF THE TERM: THE TRUTH ABOUT THE GRADES I GAVE . . .	<i>Zelma May Oole</i>	399
POST-WAR PLANNING: 65 QUESTIONS ON 7 PROBLEMS . . . .	<i>Heber Hinds Ryan</i>	401
MY CLASSES ARE WRITING A HISTORY OF THE WAR . . . .	<i>Elbert W. Ockerman</i>	405
EDUCATION FOR LEISURE HELPS TO PREVENT DELINQUENCY . . .	<i>Anna May Jones</i>	407
ENGLISH VS. AMERICAN SECONDARY-SCHOOL JOURNALISM . . . .	<i>C. C. Harvey</i>	414
A CLASSROOM TEACHER LOOKS AT UNIT TEACHING . . . .	<i>Eugene Kitching</i>	416
GEORGIE: THE GREMLIN OF BARNETT JUNIOR HIGH . . . .	<i>Sarah Miller</i>	420
SOPHOMORES AS ENGLISH CRITICS . . . .	<i>Mildred Bailey Green</i>	422
FOR VICTORY, MUST WE SURRENDER LANGUAGE COURSES? . . . .	<i>Leon Mones</i>	426
SUPERMAN LIKED BY JUNIOR-HIGH TEACHER . . . .	<i>Beryl K. Sullivan</i>	428

## Departments

Schools for Victory . . . .	411	EDITORIAL . . . .	431
The Educational Whirl . . . .	425	SCHOOL LAW REVIEW . . . .	433
School News Digest . . . .	430	BOOK REVIEWS . . . .	435

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We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

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# THE HIGH-SCHOOL *His experience and in-service education* PRINCIPAL

By EARL R. SIFERT

THE PURPOSE of this study was to analyze the in-service education of high-school principals in a group of larger than average high schools. The analysis was made in terms of experience, collegiate education, and sources of skills involved in performing certain administrative and supervisory functions pertinent to a high-school principalship.

#### DATA AND METHOD

The data employed in carrying on this study were gathered from three main sources.

1. Data were collected through questionnaires from 193 high-school principals in the seven north central states of Illinois, Indiana, Iowa, Wisconsin, Michigan, Minnesota, and Missouri. These data consisted of information concerning their experience, their education, the sources of their in-

service education in learning how to perform 66 administrative activities and 40 supervisory activities, and their evaluation of their educational courses and the sources of their skills in performing the activities listed.

2. Data were collected from 91 city superintendents on their programs of in-service education for their high-school principals.

3. Opinions were collected from 56 college professors concerning the in-service education of high-school principals.

4. The analysis and interpretation of the factual and evaluative data collected constituted the principal research procedure employed.

The 193 principals represented 173 high schools of more than 500 enrolment and 20 high schools of 500 or less enrolment. The median size of the schools replying was 975 pupil enrolment with 39 teachers. The average sizes of high schools in the states involved range from 134 to 337 pupils. The 91 superintendents supplying the data are all in cities wherein questionnaires were sent to the high-school principals. At least one high-school principal replied from each city where the superintendent replied.

The 56 college professors replying represented 37 collegiate institutions giving training for high-school principals. The 37 institutions included the universities and colleges within the states of the study and

EDITOR'S NOTE: *What does it take to become a high-school principal, and to advance to a position of importance in that field? This is the summary of an investigation made by the author among 193 principals in seven states. He also collected data on the problem from 91 city superintendents, and opinions from 56 professors of education. Dr. Sifert is superintendent of Proviso Township High School at Maywood, Ill.*

other colleges or universities reported by principals as institutions where they had taken teacher-education courses.

The questionnaires sent to the principals, superintendents, and college professors made available both factual and evaluative data. The factual data pertained to experience, collegiate education, and sources of skills in performing 66 administrative and 40 supervisory activities common to a high-school principalship, and the focal point of the inquiry dealt with these activities. The evaluative data pertained to the collegiate education, the desirable time and place for first experiencing it, and the nature of desirable training for the activities.

The use of the chi-square ( $X^2$ ) established the samplings as reasonably representative. Reliability of data was established through coefficients of correlation between original responses and responses to a sampling follow-up questionnaire one year later. The coefficients on factual data ranged from plus .669 to plus .905. For evaluation data the range was from plus .496 to plus .976.

#### FINDINGS

*The experience of principals of 193 high schools.* These principals reported a median total experience of 25 years and a median experience prior to assuming their present position of 14 years. Principals of larger high schools reported (1) a longer total experience, (2) a longer experience in their present position, and (3) more in-service education than did principals of smaller high schools.

Over 99 per cent of the principals of this study had high-school teaching experience and most frequently had taught mathematics, science, or social science. Their experience covered 35 different combinations of educational positions and indicated no single pattern of experience that leads to a high-school principalship.

*The collegiate education of high-school principals.* The number of colleges attended by these principals is represented by a

median of three and a range of seven different institutions. Their undergraduate work was most commonly done in denominational colleges and their graduate work in state universities. Twenty principals held only the bachelor's degree; 173 held the master's degree, and eight held the doctor's degree. As a rule the bachelor's degrees were awarded during the regular college session and the master's degrees during the summer sessions. Ninety principals secured their bachelor's degrees before having teaching experience, while 97 reported teaching experience before completing that degree. Hence 97 had some in-service education as a part of their undergraduate education.

One hundred sixty principals reported teaching experience before securing their master's degrees. Thus, for the principals of this study, the securing of a master's degree was usually a matter of in-service education.

More than half of the principals reporting indicated that their undergraduate courses were of a rather general type, including such subject fields as psychology, history of education, practice teaching, general public-school administration, and philosophy of education. Their graduate courses were of the more specific type, with high-school administration and high-school supervision heading the list.

These principals listed eight college subjects which they think should be taken prior to assuming a high-school principalship. These subjects are:

- Practice teaching
- High-school administration
- High-school supervision
- Public-school administration
- Educational psychology
- Methods of instruction in secondary schools
- Educational guidance
- Philosophy of education

They listed 16 other subjects that should be taken by high-school principals but believed these subjects might be taken as in-service education after the assumption of a

high-school principalship. These subjects are:

- History of education
- Statistics
- Construction of standardized tests
- Use of standardized tests
- Vocational guidance
- Curriculum construction
- Personnel management
- Research in high-school subjects
- Diagnostic and remedial teaching
- Educational measurements
- School plant management
- Public-school business administration
- School law
- Public relations
- Seminar work
- Textbook analysis

*The relations of high-school principals to 66 administrative activities.* A majority of the principals of this study indicated that their first contact with most of the 66 listed administrative activities or functions occurred after they had become high-school principals. One of the activities, the "carrying on of research problems", was reported by a majority of the 141 principals who had faced such an activity, as having been first experienced as a part of their university education. Other activities most frequently first experienced as a part of their university education are given in the accompanying table.

Sixty-three of the 66 activities were reported by a majority of principals as first experienced after they became principals. Fifteen of the activities were first experi-

enced by 80 per cent or more of the principals after assuming a high school principalship. The implication for in-service education here is that these principals learned how to perform nearly all of these activities as a part of their in-service education. For them the entrance into the school principalship meant the assuming of an in-service education program in numerous fields of study.

In keeping with their own experiences, a majority of these principals believed that these activities might be learned in in-service education subsequent to assuming a high-school principalship. However, more than 40 per cent of the principals believed that ten of the activities should be learned prior to assuming a high-school principalship. These activities were:

- Planning guidance program
- Construction of class schedule
- Planning pupil control procedures
- Group guidance
- Budget preparation
- Planning budgetary accounting system
- Planning general extracurricular program
- Individual guidance planning
- Developing definite plans for administration of school
- Classification procedures

On the other hand, over 65 per cent of the principals reporting believed that all 66 activities constitute essential education either before or after assuming a high-school principalship.

TABLE  
ACTIVITIES MOST FREQUENTLY EXPERIENCED BY 193 HIGH-SCHOOL PRINCIPALS  
AS PART OF THEIR UNIVERSITY EDUCATION

Activities	Experienced by	First experienced in university training by	Per cent
Planning research problems.....	128	63	49.3
Making of age-grade studies.....	143	52	36.4
Planning of bonded indebtedness programs.....	67	21	31.3
Planning extracurricular program.....	167	51	30.5
Pupil classification procedures.....	162	48	29.7
Promotion procedures.....	150	39	26.0
Planning guidance programs.....	159	41	25.8
Study of tax laws.....	89	23	25.8
Planning budgetary accounting system.....	110	27	24.6

The superintendent of schools was most frequently credited with having furnished the initial training in the 66 listed activities for high-school principals. In 56 of the activities over 50 per cent of the principals reported that they first learned from the superintendent how to carry on the activity. Recognizing the fact that 173 of the 193 principals have their master's degrees, they reported that they now continue their own improvement by seeking to solve their own problems. Next they seek further in-service improvement by going to summer school. In summer schools they most frequently seek assistance in such subjects as guidance, curriculum, school finance, and school law.

*The relations of high-school principals to 40 supervisory activities.* Fifty per cent or more than fifty per cent of the principals reported that their first experience with 38 of the 40 supervisory activities came after having assumed a high-school principalship. There was no activity which as much as fifty per cent of the principals first experienced as a part of university training. The supervisory fields most commonly first experienced in the university covered courses of study, instructional material, tests and measurements, and diagnostic procedures. The principals' beliefs concerning the need for training in supervisory activities were similar to their ideas on the importance of training for administrative activities. Over 60 per cent of the principals considered all forty of the activities as essential education which might be covered either before or after achieving the principalship.

The supervisory activities most commonly reported—though by less than 50 per cent of the principals—as having been first experienced in university education were:

- Committee membership in constructing courses of study
- Construction of instructional material
- Developing plans for provision for individual differences
- Writing specific units for courses of study
- Developing a genuine testing program
- Helping determine testing procedures

Use of tests for measurement purposes  
Use of tests for diagnostic purposes

Supervisory activities, like administrative activities, were most often first learned from the superintendent of schools. Over 70 per cent of the principals reported that their present efforts at improvement were through self-help in solving their supervisory problems. In both the administrative and supervisory functions of a high-school principalship, it is evident that in-service education has played a major role.

*How the superintendent provides in-service education for the high-school principal.* The most common in-service education procedure used by a majority of the 91 superintendents of this study is that of the conference with the high-school principal. This was true both for administrative and supervisory activities. Altogether they reported eleven different procedures. Procedures reported by over 30 per cent of the superintendents were:

- Conference with principal
- Stating guiding principles
- Cooperatively performing the activity
- Referring to appropriate literature
- Giving directions for performing the activity

Less frequently used procedures were:

- Directing study of existing practices
- Suggesting specific summer school courses
- Demonstrating how to perform activity
- Giving opportunity for apprenticeship in activity
- Giving model to guide in performing activity
- Suggesting specific extension courses

Less than one per cent of the superintendents reported that they used any method other than the eleven methods just listed.

It is interesting to note what prior training superintendents think essential for high-school principals. Fifty per cent or more believed that the following activities should be studied by principals before entering the principalship:

- Administrative activity*
- Pupil control-discipline

**Guidance—educational, vocational, social**  
**Planning and administering extracurricular activities**  
**Development of principal's philosophy of education**

***Supervisory activity***

**Curricular planning and development**  
**Educational measurements—planning and administering**

Superintendents believed, as do principals, that all the activities listed constitute fields of education that should be encountered by a principal either before or after he takes that position.

*What college professors think about the in-service education of high-school principals.* In a majority of cases college professors agreed with high-school principals and superintendents in believing it was not necessary that most of the listed activities should be first experienced as a part of university training. Only in the field of guidance did the professors believe the activity should be first experienced in the university, 49 of the 56 college professors expressing such a belief.

The same professors, however, did not indicate that the guidance activity needed to be experienced prior to holding a high-school principalship. Half or more than half of the college professors placed emphasis upon principals securing university training in the following fields:

***Administrative activities***

**Pupil control**  
**Research**  
**Extracurricular activities**  
**Development of an educational philosophy**  
**Training in the field of pupil accounting**  
**Preparation of high-school records**  
**Public relations and school interpretation**

***Supervisory activities***

**Curriculum planning and development**  
**Planning and administering an educational measurement program**

When asked how the high-school principals should administer the various functions or activities, college professors indicated that most of the general administrative

activities and all of the general supervisory activities should be cooperatively developed. In no case did half of the professors believe that the principal alone should formulate the procedure to be used in carrying on the activity. In only one activity, the administration of the school budget, did as many as half of the professors believe the principal should personally administer the procedure established.

Five administrative activities and two general supervisory activities were listed by more than half of the college professors as essential training prior to assuming a high-school principalship. These general fields were:

***Administrative activities***

**Guidance—educational, vocational, social**  
**Development of principal's educational philosophy**  
**Pupil control—discipline**  
**Planning and administering extracurricular activities**  
**Planning and administering research programs**

***Supervisory activities***

**Curriculum planning and development**  
**Educational measurements—planning and administering**

However, the college professors also classified all 17 general administrative activities and all eight supervisory activities as essential education either prior to or subsequent to, entering a high-school principalship.

**IMPLICATIONS OF THE STUDY**

1. The experience background of high-school principals offers no set pattern by which principals rise from small high schools to large ones. We do know, however, that more principals have been selected from classroom teachers of high schools than from any other source.
2. According to the experience of these principals, entering a high-school principalship usually means inaugurating or continuing a program of in-service education for the principal.
3. High-school principals, city superin-

(Continued on page 398)

# GEARED to the WAR:

Highland Park High's total-war program emphasizes health and physical fitness

By  
HERMAN L. SHIBLER

CERTAIN ASSUMPTIONS were made by the faculty of the Highland Park Schools in reorganizing the school program to meet the immediate needs of the war effort; and to plan for the long-range needs of a post-war society. These assumptions follow:

(1) We are in a total war. Everyone connected with the Highland Park School System is a part of the great American Army. We depend on the soldier at the front and he cannot possibly exist without us. If it is a total war, then every department of the school is affected by it.

(2) We must assume that this war will be a long war. Every boy and girl in our senior high school and junior college are potential combatants at the front or soldiers at the second line of defense, the home front.

(3) This is a mechanized war, a war between machines. These machines must be operated by men. The operation of these machines requires a high degree of technical skill. The amount of technical skill

required will vary in degree from the private soldier to the commanding officer. We must admit that in this war the untrained, unskilled man or woman has no chance against the well-trained, technically efficient man or woman. We must not, because of lack of training, send our youth against a superior foe.

(4) It has been estimated that it requires from twelve to eighteen civilians working at home to keep one man at the front. The trained army needed on the home front in industry, business, agriculture, and other civilian pursuits will be many times greater than the Army in the field.

And (5) we must assume that many of our school practices before the war will not adequately meet the needs of youth in a post-war world. The world is marching on. The schools must keep the pace. They must not expect to fall back into the old pre-war routine. This is the time for a curriculum housecleaning and to lay plans for education for a better world.

With the foregoing assumptions in mind, our faculty went to work reorganizing the various departments of the school. All departments were included in the reorganization.

In the science area three programs were set up, one of which or a combination of which all boys in the senior high school are required to take. Girls may elect any one of these programs. The program given to the student will depend on his ability, aptitudes, interests, and previous training. Included in each of these programs will be mathematics, social science, English, and

EDITOR'S NOTE: "This is the time for a curriculum house-cleaning," decided the faculty of the Highland Park, Mich., Public Schools. In this article Mr. Shibler covers in brief summaries the many changes that have been made in the various departments of the high school, to develop a "total school program for a total war". And then he devotes the final two-thirds of the article to a full account of the new health and physical fitness program, of which a good part already is in operation. The author is superintendent of schools at Highland Park.

**health and physical education.**

Biology is a subject required for all boys and girls in the tenth grade. Emphasis is on health, sanitation, first aid, home nursing, dietetics, and sex education. For the eleventh and twelfth grades, the three elective science programs are as follows:

1. Eleventh grade: chemistry or physics, one year; aeronautics I, one year. Twelfth grade: physics, one year; aeronautics II, one year.

2. Eleventh grade: electricity, one-half year; shop, one-half year. Twelfth grade: radio, one year, including radio code and touch typing.

3. Eleventh grade: power machines, one-half year; shop or photography, one-half year. Twelfth grade: auto mechanics, one year.

In the field of mathematics we require courses in mental arithmetic, algebra, geometry, general mathematics and trigonometry. All of these are taught as related mathematics, that is, from a functional point of view. The mathematics and science departments work closely together so that their work may be integrated. Application is stressed continually. How a particular principle in mathematics or a concept in science applies to certain practical situations is constantly emphasized.

Our vocational-education shops and laboratories are now filled with students. This has not been true in the past. These shops and laboratories are places where principles in physics and concepts in mathematics may become functional. We think of our physics laboratories and mathematics classrooms as vocational shops, in the sense that knowledge gained there can be applied.

We believe that it would be well for educators to cease designating vocational education as "vocational" and science, mathematics, English, etc., as "general or academic" education. Let us think of them as a total program, each contributing its part in preparing youth for a total war and for a post-war world where we may have a balanced living for everyone.

There has never been a time in the history of the American public schools when

social-science material could be made so alive, vital, and meaningful to the pupil as it can now. Our students must learn to think of something far greater and more significant to them than the killing of Hitler and his satellites.

They must realize that there are great forces in the world today that are much more powerful than the German armies. They must be aware that they may become victims of these forces unless they understand them and take a hand in trying to shape them for the good of all. They must be conscious of the fact that they are next-door neighbors to those people living on the other side of the world; that the problems of the brown people of the East are definitely tied up with their own desires, ambitions, and frustrations.

Our social-science department has a two-fold objective: first, to make it possible for pupils to understand the present condition of things and their relationship to them; and second, to plan the kind of a world we want to live in after this war is over. Teaching must constantly emphasize the individual's participation in the shaping of things to come. Our social-science people have a big job to do in conditioning the minds of our young people to function adequately in any situation in which they may find themselves.

English is emphasized from the functional point of view throughout our school. Speech, dramatics, and radio broadcasting are a part of the English department, and these classes draw upon other departments of the school for programs related to their respective fields.

Beginning mid-year classes in Latin and French have been dropped. Art teachers are teaching drafting as well as carrying on a somewhat constricted art program.

The homemaking department is emphasizing home nursing, nutrition, and child care. All girls are required to take a certain amount of this work.

The commercial department is offering

in one year an intensified secretarial course which had formerly been given over a two-year period, in both the senior high school and junior college.

Health and physical fitness is a major part of our reorganized program. Every boy and girl in the eleventh and twelfth grades and junior college is required to participate one period a day, five days a week, in the health program. Three periods a week are required of the tenth-grade pupils. The program is adapted to the needs and abilities of each pupil. For example, the pupil may be assigned to swimming, gym work, to the rest or nutrition room, or to the restricted activities class. No one is excused from this program.

The interscholastic athletic program of the past has been modified in favor of a strong intramural program. In addition to the intramural games the better intramural teams at each grade level will play a limited number of games with other schools.

In September 1942 the superintendent appointed a committee made up of teachers, health supervisors, and principals to set up a health program for the Highland Park schools. The group selected eight areas suggested by the Department of Public Instruction, State of Michigan, in its bulletin, *A Wartime Health Education Program for Secondary Schools*, as the areas in which our program should develop.

These eight areas are: (1) Personal Health Appraisal, (2) Health Guidance, (3) Disease Control and Immunization, (4) Physical and Recreational Activity, (5) Feeding and Nutrition, (6) First Aid, (7) Safety Education, and (8) Studies of Health.

The very nature of this program places the homeroom teacher, working closely with the school nurses, mental hygienist, and doctor, in a strategic position. We believe this is sound because the teacher is concerned with all phases of the development and growth of children and as such is the central person in a sound health education program.

*Under "Personal Health Appraisal" the Committee recommended:*

1. That the scope and intensity of the medical examinations be increased.
2. That the pupil be given information and advice by the doctor or nurse at the time of the examination or checkup, and that means be devised whereby the information be given to the parent through the presence of the parent at the examination, at a school conference following the examination, or by home visitation.
3. That more persistent efforts be made on the part of the nurse, room teacher, and principal to insure the correction of remediable defects.
4. That a system be instituted to locate definite trends and health reactions of the individual pupil (e.g., continuing temporary excuses from pool or gym, repeated absences, chronic tiredness, etc.) and steps be taken to make needed adjustments.
5. That the use of tests of physical ability—such as jumping, running, etc.—for the information of pupils and teachers, be extended.
6. That increasing responsibility be placed on the homeroom teacher for knowledge of and action concerning the health of the individual child.
7. That the participation and interest of the pupil be solicited and stimulated throughout the administration of the health program.
8. That all senior-high-school boys and girls be given specific advice in the immediate future as to their physical status in relation to the requirements for the war effort—military service, war production, etc.—so remediable defects can be corrected, or, if uncorrectable, will point toward training for other kinds of service.

*In the "Health Guidance" Report, the Committee recommends:*

1. That each school provide means for

<sup>1</sup> Highland Park Public Schools Bulletin, *War and the Health of Highland Park Children*, 1942.

some key person to be responsible and informed and active concerning the physical and mental health counseling needs of each class of 35 to 45 pupils (this would be the core or homeroom teacher).

2. That teachers recognize that the good mental health of children depends upon pupils' adequate social and personal adjustments, and that teachers seek to modify or eliminate situations, conditions, and attitudes—racial, economic, and national—which tend to produce such maladjustments.

3. That the key person responsible for the students' health counseling follow through with the pupil on problems concerning his health status, securing in this process the correction of defects and referrals to specialized health personnel.

4. That a program of in-service training for the health counselors (in effect, the teachers) be established to produce facility in the performance of this service.

*The Disease Control and Immunization Committee recommends:*

1. That immediate steps be taken to locate all pupils who have moved into this area since May 1942 and a special checkup be made of their immunization status with respect to the commonly accepted preventable diseases, that the school make a survey of these pupils and the Board of Health follow through with an immunization program.

2. That a series of peaks of emphasis for immunization be made on each preventable disease during the next nine months. The schedule as set up will be as follows: December—tuberculosis, January—diphtheria, February—smallpox, March—poliomyelitis, April—cancer, May—whooping cough, October—Schick Test. This will be a continuous program each year.

3. That the facilities and staff of the schools be offered to the City Department of Health and the Physicians Club of High-

land Park for the carrying out of an immunization program.

4. That the instructional program of the school be coordinated in these emphases, or "drives".

5. That techniques of recording and follow-up be instituted to insure the continuance, as a school and department of health routine, of maintaining immunity to these diseases.

*The Physical and Recreational Activity Committee recommends:*

1. That a health program be provided for all children, and suitable types of programs be evolved to meet the needs (e.g., nutrition, rest, restricted activities, etc.) which vary according to the children's physical condition.

2. That study be given concerning the redirection of the work of the physical-education staff to secure more participation in all sports on the part of a greater number of pupils, possibly at the expense of a highly concentrated program for a few apt players.

3. That study be given to extending the entire program through (a) the extension of the number of school periods, (b) a closer integration with an extended Recreation Commission program, and (c) larger classes in more regimented activities, etc.

4. That a special compulsory "physical fitness" program be instituted for every secondary boy or girl whose physical condition indicates his fitness for war service—both military or production.

5. That the extended program be limited only by the 100% capacity of all the facilities of all the community buildings, and the 100% efforts of the entire staff.

*Under "Feeding and Nutrition" the Committee recommends:*

1. That steps should be taken to create more adequate education and supervision concerning school lunches, both those bought and those brought.

2. That study be made of the Community Hot Lunch Program as an educational, nutritional, and emergency-feeding device, and recommendations be made concerning its further maintenance and extension, such recommendations to consider especially the local costs.

3. That the curricular offering in home economics for both boys and girls be increased and, where possible, integrated with the school lunch program.

4. That all teachers of subjects having a bearing on nutrition and feeding meet in committees with home-economics teachers to plan for closer correlation.

5. That a program of pupil-sponsored education of the home and community be set up through publications, exhibits, talks, demonstrations, and other means to improve the community's nutritional knowledge and at the same time make the school community-conscious and the community school-conscious.

6. That the problems of food costs and buying practices be constantly related to the economics of a war program (inflation, rationing, consumer education, etc.).

7. That consideration be given to the nutritional value of the food patterns of various nationality and immigrant groups in the community.

8. That information be given concerning inexpensive foods which have a desirable nutritional value in addition to a good vitamin and mineral content.

9. That the nutritional values of alternative foods receive prominence in current cooking activities.

10. That problems of mass feeding in war emergency or disaster, and student participation in the local organization for that purpose, be included in the course of study.

*Under "First Aid", the Committee recommends:*

1. That each building re-inventory the first-aid abilities of its staff members and assign all trained persons for specific build-

ing duty in case of an incident.

2. That data be collected concerning immediately available community resources—trained first-aid people, nurses, etc., living near the school—for possible emergency use, and such data be submitted to the director of the Emergency Medical Relief Corps.

3. That first-aid courses emphasize the study of the causes of accidents as well as first-aid treatments.

4. That instruction in first-aid practices suitable to the age level of the students involved be given in the elementary and junior high schools with emphasis on what NOT TO DO.

*Under "Safety Education", the Committee recommends:*

1. That as auto traffic diminishes with gasoline rationing the emphasis be increased on safety in the home and community.

2. That until auto traffic subsides the secondary units set up devices to stimulate student concern, study and action on the problems connected with hitch-hiking (e.g., it is *not* a part of the "share the ride" program), driving to, from, and about the school and in the community.

3. That concepts of good bicycle use and knowledge of local ordinances pertaining thereto be developed.

4. That the driving school for boys and girls as an aid for military and emergency training be continued and extended.

5. That swimming instruction at the secondary level be pointed toward facility in keeping afloat, swimming under water, surface diving, helping others keep afloat, with special emphasis on general competence in the water in place of speed and fancy diving.

6. That, beginning in June 1943, the ability to keep afloat in water over the pupil's head be a minimum requirement for high-school graduation, provided the student is not physically handicapped.

7. That study of the prevention of fire and electric hazards in normal and war

incidents be undertaken at suitable age levels.

8. That children be drilled on self-protective action in case of air raids when they are in school, in the open, or at home.

9. That general knowledge of the local Air Raid Protection Service—what the air raid wardens and their related services do—be taught to develop increased home and pupil cooperation.

10. That the schools take steps to establish, in cooperation with other interested local governmental agencies, a Safety Council for Highland Park.

*Under "Studies in Health" the Committee recommends:*

1. That each group of pupils—homeroom or core—select some health problem suitable to its age level growing out of the war situation, and follow it through as a project, (a) collecting information to understand the problem, (b) working out a plan to solve it, and (c) putting the plan into action.

2. That intensive study of health statistics of selective service data form the basis for further exploration of the effectiveness (or lack of it) of medical care, nutrition, etc., in the pre-war, war, and post-war period.

3. That pupils survey community health needs, both present and potential, and relate these to the local resources, public and private, in terms of their ability to meet these needs.

4. That all health studies be related to the war effort.

5. That a course on home nursing be instituted on suitable grade levels in the secondary school.

6. That, as a part of the pre-induction training, the study of sex education be continued by the proper authorities, and in accordance with the state law, with emphasis on the problems of venereal disease, especially in wartime.

7. That the study of sex education on levels below the senior high school be re-

ferred to the Curriculum Committee to be set up as described in step #9 of this section.

8. That problems of immunization, housing, sanitation, and other matters of public health as aggravated by in-migration into "the arsenal of democracy" receive emphasis in social studies.

9. That a curriculum committee for health education be set up to review courses on all levels, and make recommendations for the long-time health-education program. The curriculum committee will be responsible for coordinating and promoting the health activities of the students of the Highland Park Schools. It will also be responsible for the development and carrying out of health programs and projects as recommended in this report.

The foregoing recommendations have been approved by the Board of Education and many of them are now functioning in the Highland Park Schools.

The guidance department is the expediting force of our school system. Its function is integration—placing the right individual in the proper spot at the right time. It is human engineering in the strictest sense of the word, and the challenge to the guidance counselor is tremendous. "The guidance counselor must accept the grim and unavoidable fact that every able-bodied boy is destined to serve in the armed forces in the very near future."<sup>2</sup>

We have three full-time counselors in the senior high school and one part-time counselor in the junior college. In addition we have a placement officer and person in charge of testing. However, in our reorganized guidance program we have placed the homeroom teacher in the key position.

The homeroom teacher meets his pupils every day and in periods sufficiently long for him to do the job that needs to be done. All contacts, information, and activities concerning a particular pupil in his home-

<sup>2</sup> U.S. Office of Education Bulletin, September 1942.

room are cleared through him. He is and should be in a position to know the pupil better than anyone else in the school.

A personal inventory card is kept for each pupil, with all of the data gathered concerning him recorded on it. A duplicate of this card will go to the draft board, the factory, the business house, employment office or college or wherever the graduate goes.

There is a steering committee made up of teachers and counselors which guides and coordinates the guidance activities of the school. Each grade level has its committee, which studies and plans the programs for homerooms on that level.

A program of this kind requires a great

amount of in-service training. We are attempting to provide this by holding individual and group conferences with teachers. At these conferences special consultants from the University of Michigan, Northwestern University, and the State Department of Public Instruction of the State of Michigan meet regularly with the teachers. From time to time, we bring in local specialists in various fields, such as medical doctors, psychiatrists, industrialists, army and navy men, and social workers.

The present emergency and the post-war period which will follow face the American public school squarely. We cannot dodge our responsibility.



## Handling Pupils Who Are Smarter Than Teacher

The good teacher recognizes the fact that many of her pupils possess intelligence quotients higher than her own. Positional authority in the classroom never has nor will it ever substitute for intellectual authority. The good teacher is constantly aware of this and projects her plans accordingly. One of the tragedies of elementary and secondary education is the constantly recurring situation in which a 60 per cent teacher gives a 100 per cent pupil a grade of 70 per cent. This business goes on at a scale greater than we like to admit.

The good teacher knows that many of her pupils are smarter than she, that many of them have had

far wider experiences than her own, and she proceeds to capitalize on this knowledge. She sees no reason to "cover" her lack of knowledge because of "loss of face" if she admits to her classes that she does not know. Only the poor teacher tries to cloak her ignorance with a threadbare coat of excuses. The good teacher frankly admits that she does not know, is not backward in asking gifted individuals among her pupils to help out, and invites all sorts of suggestions that may have a bearing on the matters at issue. After all, we do not know all the answers, even in our own fields of specialization.—NELSON T. HOWE in *Ohio Schools*.

## The High-School Principal

(Continued from page 391)

tendents, and college professors agreed that high-school principals should have definite training in all the listed administrative and supervisory fields either before or after assuming principalship.

4. There was definite difference of opinion as to just how much education is essential prior to assuming a high-school principalship. Principals, in a majority of cases, listed no administrative or supervisory fields as essential pre-principalship training. The superintendents demanded a broader program of pre-principalship train-

ing, listing six fields of training. The college professors demanded a still broader pre-principalship training, listing seven fields of training.

5. The superintendent of schools has served as the greatest source of in-service education for high-school principals in their mastering the administrative and supervisory functions of the principalship.

6. There is little or no recognition given to an apprenticeship for future high-school principals that would parallel the practice teaching for classroom teachers.

# END OF THE TERM:

I failed Arthur and gave Grace an A as the school requires—but let me tell the truth

By

ZELMA MAY OOLE

THIS AFTERNOON I marked report cards for the last time this semester. That meant I not only put on the grade for this last five weeks marking period, but I averaged the grades of the four marking periods so that I might obtain a final grade.

I tried to be conscientious about it. I set up certain standards in the study of English which I believed my boys and girls should meet in order to pass. I marked hundreds of papers during the semester and carefully recorded the grades for each one. I added and divided in a strict mathematical sense in order to arrive at that grade which I placed on each card. In this way I hoped to be strictly fair and not let any of Johnnie's naughty tricks or Mary's whisperings and gigglings influence me.

As I said, I marked these cards this afternoon. I was relieved when the last one was finished. I hurriedly closed my class record book, put it in the desk drawer, and went on my way, I might say almost light-heartedly. Tonight I am beginning to wonder.

I have just told you how I did all this

because I have used these same arguments to myself all year. Of course, I am required to mark cards. Surely I realize that some systems don't have report cards, but the one in which I am working does use them. Because I want to believe I am a good teacher, I have tried to mark my cards fairly and scientifically. But even all of these so-called logical arguments haven't settled some of the questions in my mind.

There is James, for instance. I gave him a D semester average. Just what is D anyway? Why it's the fourth letter in the alphabet which someone has arbitrarily signified to mean very poor work—almost failing. But what is the real line between very poor and failing? James belongs to a large family—mother and father, four brothers and a sister. Money is not too plentiful and as James is the oldest of the children, he is working. There isn't much he can find at fourteen, but he is elated over his job setting up pins at the bowling alley.

He was able to earn his own clothes and books. But he was really too tired to use those books, and the fact that English was important and even vital to his future success meant little to that boy whose eyes were rimmed with dark circles and whose brain was foggy for want of sleep. Could James come under my mathematical formula?

I gave Helen a failing grade and that meant she would have to take the same work over again. Helen's father worked on the night shift at the factory so when he slept in the daytime, Helen couldn't bring any of her friends home. Her mother left for the seven A.M. shift at the plant but

EDITOR'S NOTE: *Miss Oole has a conscience. And it troubles her when she has to assign grades with a mathematical accuracy that doesn't take the pupil himself, and his circumstances, into account. Here you may read the stories behind the grades that she gave to some of her pupils at the end of January 1943. The author teaches in Central Junior High School, Muskegon Heights, Mich.*

that was really too early to get up. So when the alarm clock did go off a half an hour later, she didn't even hear it.

She rarely came to class so she tried to make up all this work outside. She wanted to, she put forth her best effort, but according to my standards I had to fail her. Was that grade fair to Helen?

I failed Arthur, too. I hadn't seen Arthur's hair combed or his face and hands washed for many weeks. His shirt was stiff with dirt and his socks had silver-dollar-size holes at the heel. But I didn't believe that personal appearance should ever influence my grades. My mind went back to all the poor boys who had risen to the White House and I tried to forget Arthur's appearance.

Then he ate a candy bar in class. He knew—and I knew—that was against some set of rules. But I understood better later on. Arthur had had no breakfast—an ordeal for a growing boy—and that candy bar was a substitute. His father and mother had spent half the night in the tavern and when they came home at three A.M. they woke the boy with their noise. I wonder if taking English over is going to remedy that situation.

Oh, but I didn't give all failures. I gave Grace an A, which by the same arbitrary standards means excellent work. Grace did do excellent work. Her papers, models of neatness and care in writing, were always in on time. She always did just what she was told to do—but never any more. Grace worked fast, but she was satisfied when she

had finished the work assigned. She spent the remaining time—when those not quite so fast were working—whispering, giggling or drawing pictures of dubious value. Yes, she measured up to the arbitrary standard but did my A do her a kindness?

Then there was Goldie. Now Goldie was one girl who could cause more slight disturbances of an unimportant nature than almost anyone I knew. "Aint's" rolled off her tongue with amazing rapidity. Her voice was raucous and her dress was one which spoke of frequent visits to the neighborhood dime store.

When Goldie had anything on her mind, she felt it necessary to unburden herself regardless of where she was or what her burden was—and she responded readily to the laughter of the class. In spite of all this, her English papers were nearly perfect and the thoughts she expressed on paper almost revealed a self never otherwise in evidence. Yes, she measured up to the A standard and she received the A, but did that do her justice? Is A a fair evaluation of Goldie?

These aren't all the cases. They are only a few at the extremes and then there are all of those cases on the B and C level. But it is exactly the same there. On all levels it is still boys and girls with whom we are dealing; boys and girls who come from all types of homes and who have as many problems. I have no solution to the problem. I just posed this question because tonight I don't feel nearly so light-hearted about those report cards as I did when I closed my desk drawer this afternoon.



## Reversal

*By BEATRICE KRONGOLD*

Laugh merrily my students,  
Your work is nearly through;  
And I shall laugh as merrily,  
When I have done with you.

# POST-WAR PLANNING:

Here are 65 questions on 7 problems, for use by high-school classes and discussion groups

By HEBER HINDS RYAN and Others

DEMOCRACY is not a scheme of things in which a few persons make all the decisions and impose them upon the rest. It is not a scheme in which a few decide and the others toddle along. It is not a scheme in which all questions are decided by popular vote. But it is of the essence of democracy that each citizen shall feel the power to do something about his own troubles and his own ambitions and that no governmental decision will ever be final until there is a harmony between that decision and the wishes of the great majority.

Therefore, it is not too early to promote a lively discussion of all the questions that have to be decided to determine those war policies. General popular discussion is democracy's way of throwing into the balance popular opinion and desire, expert opinion, and the fruits of experience. To most people a preview of history is more exciting and stimulating than the afterview. We used to define the educated man as the

person who knows what has happened. Now we are beginning to think of the educated man as the person who knows what is going to happen.

In this article there is a list of questions which are intended to silhouette the probable major problems of post-war readjustment. It is hoped these questions may save time for groups of persons who are interested in the discussion of post-war planning. Such groups would include high-school classes, high-school discussion groups, faculty groups, parent-teacher associations, etc.

*A. Relief of Devastation. Once Victory Is Achieved, Shall We End Our Intrusion into Old-World Affairs? Or Shall We Remain to Help Set Things in Order?*

1. Shall we send large quantities of food, clothing, medicines, and other relief material to the devastated countries, at the risk of our own health, or shall we be content to send our surplus?

2. In supplying relief to devastated areas, shall we aid first those persons who are most likely to recover and develop into strong, self-sustaining citizens, or shall it be "first come, first served"?

3. What quarantine precautions will be necessary to prevent the carrying of devastated area diseases into the homelands of the Allied Nations?

*B. Economic Readjustment. Shall the Changes Produced by Peace Be the Responsibility of the Individual Person, or Business Firm, or Industry? Or*

**EDITOR'S NOTE:** Dr. Ryan compiled this list of questions on probable major post-war problems with the collaboration of the Department of Social Studies at Montclair, N.J., Teachers College, with the particular help of Dr. Harry Snyder, Dr. Edgar Bye, and Dr. John Rellahan. This material was issued to New Jersey schools as a bulletin of the state's School and College Civilian Morale Service, for which the author is consultant. Dr. Ryan, an associate editor of THE CLEARING HOUSE, is director of integration at Montclair Teachers College.

*Shall the Readjustment Be a Coordinated National and International Effort?*

1. Can factories be reconverted rapidly enough to keep pace with demobilization?
2. Should the reconversion of factories to peacetime purposes be subsidized by federal funds?
3. Should industry make known now its plans for industrial reconstruction to follow peace?
4. Shall the solution of economic problems be left to the states, in accordance with the principle of state sovereignty, or shall it be a federal responsibility?
5. What is the critical level for the national debt?
6. Should the re-education of war workers be subsidized by federal funds? By state funds?
7. As a stimulus for industry following peace, how adequately will the need for replenishing war-bred scarcities serve?
8. What new or greatly improved goods will serve to stimulate industry following peace—radio, television, automobiles, airplanes, plastics, medical and surgical supplies, etc.?
9. Can there be a great expansion of air transportation without a critically prodigal use of materials and other forms of wealth?
10. What should be the policy with regard to the cancellation of war contracts?
11. How shall such war equipment as jeeps, tanks, cannon, and ammunition be disposed of?
12. Has the time come for a systematic relocation of industries to save unnecessary transportation and relieve overcrowded areas?
13. What emergency measures like rationing and price control must be continued after the war to prevent inflation and similar chaotic influences?
14. What shall be our part in rebuilding the devastated areas?

*C. Territories and Populations. Shall*

*the Redistribution of Population, and the Determination of Territorial Boundaries, Be Left to the Operation of Natural Causes? Or Shall These Things Be Done According to Principle and Plan?*

1. Shall there be planned migration in the occupied countries and in the Axis countries to mitigate critical inequalities of population as related to the economic resources of the territory?
2. Should territorial claims be settled for the benefit of the peoples of those territories or for the benefit of rival states?
3. How rapidly can refugees be repatriated?
4. What is to be done with the smaller "derelict" colonies?

*D. Civil Controls in Reconstruction. Shall the Allies Leave Civil Control to the Peoples of Regions in Process of Reconstruction? Or Shall They Take It Over?*

1. What shall be done immediately after the war to minimize civil disorder in the conquered and occupied countries?
2. Should the first temporary governments place local citizens in command?
3. Should the internal governmental structure of the conquered nations be determined by the victors or should the principle of internal sovereignty be respected?
4. Shall we undertake a determined campaign to sell democracy to nations which now have some other form of government?
5. Shall we deliberately help democratic groups get the upper hand in the countries of central, western, and southern Europe?
6. After the armistice, should each of the Axis countries be occupied by armed forces of the United Nations? For example, should China occupy Japan?

*E. International Trade Relations. Shall We Rely Upon Such Economic Factors as Supply and Demand, Individual Initiative, National Policy? Or*

*Shall Trade Be Regulated By International Agreements and International Organization?*

1. Shall we return to the gold standard, or set up a "managed" system of currency?
2. Shall the trade program of reciprocity developed by Secretary of State Cordell Hull be extended to all nations of the world or shall it be set aside in order to allow the practice of free trade?
3. Shall protective tariffs be abandoned?
4. Will some centralized device like Alvin Hansen's "International Development Authority" be necessary?
5. How shall we modify our present policies with respect to the "basic facts" which Vice-President Wallace has listed?

Universal necessity of access to raw materials  
Critical economic position of users of raw materials

Indispensability of markets  
The gold standard  
International credit  
Close relationship between currency and trade  
Importance of purchasing power

*F. Social Progress. Shall We Be Content with Recovery? Or Shall We Prosecute a Vigorous Campaign for Social Progress?*

1. To what extent can such devices as social security be expanded and developed without setting up a kind of paternalism which will impair individual initiative and ingenuity?
2. Does the evidence thus far show that social security reduces the vigor and self reliance of the worker?
3. Is the Beveridge plan merely a British echo of the social security phases of the New Deal, or is this similarity to be credited to the fundamental soundness of the idea?
4. Is the banishment of unemployment the thing which the people of the United States desire above all other economic changes?
5. Shall the unemployment problem be left to "free enterprise", or shall the federal

and state governments carry on sufficient projects to absorb the otherwise unemployed?

6. If a public works program is to be operated by state and federal governments, how can we insure productive results in proportion to the expenditures?

7. To what extent should the following be encouraged, supervised, or subsidized by public funds, in order to keep up full employment?

Urban redevelopment and housing; river valley and regional development; reorganization and rationalization of transportation facilities; improved functioning of agriculture; expanded social security; international investments; new discoveries in chemistry; universal medical and dental care; reforestation; new sources of power; universal vocational education.

8. Should state governments as well as the federal government subsidize housing projects?

9. Can we find a brilliant hope in what Alfred North Whitehead regards as the third of three "dramatic disclosures of new large-scale opportunities"?

- a. The discovery of the Western Hemisphere
- b. The Industrial Revolution
- c. The application of science to all fields of endeavor

10. Is it reasonable to expect that the poorest child may have as good medical care as the most favored dog?

11. Can taxation be so set up that it will be regarded as cooperative buying rather than as painful extraction?

12. Would universal vocational education make for better individual planning, and reduce personal irresponsibility, poverty, and crime?

13. Can democracy be made to work satisfactorily without our learning to do a greater justice to minority groups than we now do?

14. Can laws be made to set free members of parliamentary bodies such as the United States Congress, to vote as they are convinced rather than as they are pressured?

*G. Toward Lasting Peace. Will the Calamities of This War So Impress All Peoples as to Condition Humanity Finally Against War? Or Will Permanent Peace Depend Upon Careful Planning for International Amity?*

1. Can the willingness of the American people to spend lavishly for war be continued into a willingness to spend generously for the purposes of peace?

2. Which is more irritating to the less favored peoples of the world—the lack of comforts and luxuries which money can buy, or the feeling of inferiority to those peoples who have comforts, luxuries?

3. Can there be industrial goodwill among all the Americas so long as the United States worker earns 20 times as much as his Bolivian fellow, computed in terms of such food as bread?

4. Can China's most pressing economic problems be solved by means of modern agricultural machinery and methods?

5. Will inequalities in land and population, unless greatly improved, be an insurmountable obstacle to enduring peace?

6. Shall the emphasis upon European national development presented in our world history courses be renewed after the war, or shall we develop courses emphasizing the nations of the Pacific and the Western Hemisphere?

7. Should the United Nations attempt to control or supervise the education of youth in the Axis countries after the war is won, or should education in each country remain under national control?

8. What are the possibilities of Louis Adamic's proposals in *Two-Way Passage*?

9. Shall the United Nations continue in close cooperation after the war, to solve peace problems as carefully as war problems?

10. Which of the Brookings Institution's *alternative peace programs* seem most desirable?

a. The assertion of American leadership under

which America will accept international responsibilities but will keep a free hand and avoid direct and formal commitments outside the Western Hemisphere.

b. American mastery or some equivalent of a modern American imperialism

c. An American balancing of power

d. A strong British Commonwealth-American alliance

e. An Anglo-American federal union

f. A wider federal union of democracies, approximating the proposals of Clarence Streit's *Union Now*

g. Closer and fuller cooperation among the United Nations in the post-war world

h. A new system of regional agreements which will have some generalized and world-wide agreements but more detailed regional systems in the Western Hemisphere, Europe and Asia

i. A revitalized League of Nations

j. A stronger association of nations than the old League envisaged

11. Shall the good-neighbor policy of co-operation with the other American nations to establish hemispherical solidarity be continued after the war, or shall it be set aside in the interest of world-wide federation?

12. Should national self-determination or regionalism be the underlying principle of post-war world organization?

13. On what shall the representation be based in any international organization?

14. Do Americans think of the "Atlantic Charter" as including all the nations, large and small?

15. Are the countries of the Far East to be admitted to full membership in any world federation which may be set up?

16. What is the relation of race prejudice to permanent peace?

17. Should peace plans be made now, at the peace conference immediately after the war, or after a "cooling-off period"?

18. Should the aggressors be punished, or should the future be planned on the basis of a lasting peace without punishment?

19. Should payment of war debts on a purely business basis be expected, should an adjustment favorable to the allies of the victors be made, or should the slate be wiped clean and all debts forgiven?

# My classes are writing a HISTORY of the WAR

By ELBERT W. OCKERMAN

UPPERMOST IN THE MINDS of the American people in 1942 were questions of when and where a second front would be established against the enemies of civilization. In the mind of every efficient history teacher should have been a parallel question—how to create a second front, or revised course study, in wartime history classes. The "Why study history now? It's being made so fast that I can't keep up with it" attitude has gained wide response. Always prevalent is the opinion that history is an antiquated, outmoded, non-essential subject.

Just why should there be a contention that history has the right to demand a place along with the essential wartime subjects of mathematics and science? Just what place has the "antiquated" study in aiding the fight for our existence?

In my years of teaching I have discovered two fundamental facts which in themselves make the study of history and its related subjects very essential. First, there is a definite lack of knowledge of geography, and the relationships involved in its study. In view of this obvious need, our world history classes have undertaken not only to study familiar places on the wartime globe

but are compiling a report upon places which in the past were seldom or never brought to our attention. This project serves the dual purpose of acquainting the pupils with geographical points which are being brought to our attention, and creating in them the acquisitive instinct and desire to probe further into things of infinite value. Likewise, we are emphasizing the geographic angle in other classes. For example, our economics classes are compiling a simplified economic report on all nations and areas of the world. The values are self-evident.

The second fundamental observation is that greater interest can be created by presenting all study through the current viewpoint. This does not imply that the textbook and other established materials are to be disregarded. It does mean that the place of the textbook is minimized in wartime instruction, and other vital materials supplement it. It signifies that the teacher can do a more effective job of teaching through correlating current events, the textbook, map studies, motion pictures and projects into an effective wartime history course.

This type of instruction certainly has no place in the course planning of a disinterested, inefficient, lackadaisical teacher. It demands supervision, purposeful planning, and a genuine interest in the subject and pupils involved.

We have undertaken in our eleventh, and twelfth-grade history classes to write a history of the present conflict. All class work for several months is centered around this project. Motion pictures, individual maps provided by the instructor, current-event



**EDITOR'S NOTE:** *The author has his eleventh- and twelfth-grade history classes organized into groups of specialists, who carry on the various duties of compiling and preparing their history of World War II. He reports on the various gratifying results of the project so far. Mr. Ockerman teaches in Frankfort, Ky., High School.*

study and discussions are correlated. For reasons of class convenience and material collection, we are dividing the work into two projects—the European and the Asiatic Theaters of War. Our sources of material are largely confined to magazines, newspapers, current-event leaflets, and a few books which serve as a temporary guide.

Generally, this is the procedure that we follow. The pupils are divided into four groups, and each group is assigned a table around which they gather to work. At each table a "pupil supervisor" is in charge. He is responsible for the work at his table, for discipline to a degree, for discharging routine duties of checking the roll, making announcements, and for helping the less progressive pupils on matters related to the project and other types of study. This supervisory system provides a partial solution to the problem of individual differences.

Three tables are responsible for collecting the material, filing it, and summarizing it. Each of these tables is assigned a certain chronological division for which it is responsible. The fourth table—called the "English table"—has the more progressive pupils. They are responsible for reading books of background detail, holding discussions, formulating plans for the book, and writing the background. Later this table will edit and complete the writing of the book. This procedure also serves to solve effectively the problems of individual differences.

On scheduled days maps for the books

are made upon a competitive basis, and the best map is selected to be placed in the completed project at the appropriate place. This contest provides added incentive for the pupil and at the same time improves his attitude, behavior, and response. Motion pictures, particularly newsreels, are shown regularly to aid in the gathering and organizing of factual material.

The results of the project to date have been gratifying to me. Individual differences are largely taken care of; a greater knowledge of geography is attained; high points in history are magnified rather than relegated to the background; pupils are taught how to care for and file material; they learn the value of planning, discussing, and working together; disciplinary problems decrease; pupils learn some of the fundamental facts about research; pupil initiative is developed; history is effectively linked with other studies.

Most important, however, is a result that I am observing very closely—teaching the pupils what we are fighting for and the necessity of planning not only for the present but for a postwar world of which they will be a part.

By this method the teacher can see definite results and thereby evaluate the effectiveness of his instruction. Changes must be made if necessary; a second front in wartime history must be created, and a revitalized history course must and will appear. A connective link is then formed between history and the present conflict.



### *Shielding Teacher*

There's something developing that will bear investigating. Ethel signs her name to a book report card saying as she does so, "I doubt if you would enjoy it." Farrar flourishes a book in my face but remarks, "Read it, Miss Faulkner, but remember it's a bit on the seamy side." How old does a teacher have to look before her pupils become protective or paternalistic?—MAUREEN FAULKNER in *Alabama School Journal*.

### *Work 4 Hours, Study 4*

A growing number of schools are arranging special schedules to allow pupils to work, reports the War Savings Staff of the Treasury Department. In Oakland, Cal., high schools, and one high school of Indianapolis, Ind., for instance, the so-called half-and-half program is used. This allows the pupil to work 4 hours and study 4 hours. About 2,550 pupils in Oakland high schools work half the day, put 25% of pay in war savings.

## *Education for leisure helps to prevent*

*3 cases and  
a program*

# DELINQUENCY

By ANNA MAY JONES

A TEACHER in a Manhattan junior high school was distressed because seven boys in her class had formed a so-called "gang" which was becoming increasingly disturbing in the classroom. She discovered that they met twice each week in the neighborhood as a private, unsupervised club. The boys, who were about 13 years of age and in the seventh grade, called themselves the Green Aces. One by one the Aces were reported by other teachers for fighting, bullying, and for other misdemeanors in or outside of school.

The boys' teacher asked the counselor of the school for suggestions for relieving the situation. The first outcome was a class discussion on the subject of hobbies and activities which proved to be of marked interest. At the close of the discussion the pupils were asked to write their names on a slip of paper and to indicate whether

they wished to have the school help them enter some outside play center for certain activities they desired. Pupils interested were interviewed individually.

All seven Green Aces were interested, as well as many others of the class. The pupils interviewed were helped into interesting community activities in settlements, churches, libraries, boys' clubs, and other centers.

From that time on the Green Aces lost interest in their private organization. Two joined a troop of Boy Scouts which met in the school. Two joined the local Boys Club because of the organized ball teams and other activities. Two others joined a group in a library within walking distance, where they made model boats and airplanes under the direction of a volunteer worker. The seventh Green Ace found his place in a local art group. Here are some reactions of the "ex-problems":

- 
- "Scouting is better than the Green Aces."  
"The Green Aces busted up."  
"The boys in the Boys Club are a lot of fun."  
"We now have teams that we didn't have before."  
"I made a boat and sailed it in Central Park with our leader."  
"The school helped me into a better club."  
"My mother wants me to thank the school."

George was one of the Aces. He was reported as a "nuisance" by all of his teachers. He would not pay attention in class but would sit drawing pictures or whittling a stick. His attendance was poor. He had no interest in school.

In an interview with the boy it was discovered that he was especially fond of drawing and carving. When he was asked what kind of drawings he liked to make he

**EDITOR'S NOTE:** *Can the trouble-makers—the unsocial pupils—be rescued by a conscious effort to divert their energies into the kind of leisure activities that will make an appeal to them? In this article you can learn how it worked for the seven "Green Aces", a rowdy gang; the girl Gretchen, whose hankering for night life caused absences from school; and Bennie, whose conduct rose from D to A in two weeks. Miss Jones, who is in charge of guidance at Galvani and James Otis Junior High Schools, New York City, here offers a program for checking wartime delinquency, based upon the leisure-time education work of six New York City junior high schools where she has served.*

produced two pictures of ocean liners which he had sketched and colored artistically. He took out of his pocket the stick he had whittled in some of the classes of teachers who had complained about him. The stick proved to be the rung of an old chair, but one could see a figure being carved out carefully and intricately.

George finished carving the stick in a day or two, and was then sent with his well polished figure and the two ship drawings to the New York Urban League. He was enrolled in the after-school art class, which pleased him greatly. He attended three afternoons weekly. The art teacher there found the boy gifted, and when she was asked to display some samples of art in an exhibit at New York University, George's work was included.

As the school began to recognize the boy's abilities in sketching, painting, clay modeling, copying, photo portraits, and carving, George showed a different attitude and also felt a changed response on the part of his teachers. His personality changed from sullenness to a brighter disposition. The school programmed him for more art work, and now that George had found a channel for his creative abilities the teachers made no further complaints against him. Some of his comments in appreciation of the school's efforts included these:

The classes at the New York Urban League are very interesting and helpful. I am thinking of making art my vocation. My school work seems more interesting and I like school better now. I get along better with my teachers now.

Gretchen was a bright girl in her school work, but during one term her achievement was low. She was 15 years of age, in the ninth grade, and her mother had died eight months before she was interviewed concerning her interests. Her father did not exercise much supervision over her, but she was being influenced by two girl friends four years older than herself. Frequently she would stay out until after midnight

and would not come to school the next day. When she commenced to stay out the entire night her father came to school to see if she was there.

Information received from Gretchen included the following comments:

If I stay home, all I do is work. My older sister doesn't help and my father doesn't make her. I had some fun with my girl friends. They lend me money. My father doesn't give me any. We go to public dances. I don't belong to any group like the Scouts or Y. I would like to make things with my hands. I was in a play once and liked that.

With her father's consent, Gretchen was given a letter of introduction to the local Y.W.C.A. She joined the crafts group and attended regularly twice each week. She also joined the dramatics group which met once a week. Her father agreed to give her 35 cents for spending money and a weekly movie, and arranged to have the housework shared equally by the older sister, Gretchen, and himself. Gretchen liked her new activities and reported that she was going to a mixed party at the Y, which seemed to please her.

In two East Harlem junior high schools the guidance department arranged with the neighborhood Boys Club to have an open house for their seventh-grade boys. Here they were shown the Club activities, played some games, and tried their hands at several crafts. As a result of their trip many of the boys joined the Club, and one principal decided that such an open house should be held every term in the seventh grade.

Bennie is an example of many boys who improved their conduct because of the interest the school showed in helping them find interesting activities. Before Bennie was given a letter introducing him to a local play center he was urged to improve his school conduct so that a good recommendation could be included in the letter of introduction. He did improve, and was soon sent to see the principal with the following note:

This lad, Bennie R., has qualified for our recom-

mendation to an outside club, having raised his conduct from D to A in two weeks.

The praise of the principal, the counselor, and his grade adviser encouraged the boy. The play center received him with a welcome, and his teacher made no further complaint about Bennie.

The fact that some special interest was taken by the school in the avocational and personal welfare of the pupils whose cases have been described, gave them a new sense of security and a place in their school group unknown to most of them before.

Teachers may sometimes feel that their work is unimportant in stabilizing pupils' emotional attitudes in these times of stress. Nevertheless, they should not minimize their efforts in making the school a place to which the child wants to come. The countless quiet ways of showing a youngster that he is liked and respected, and the many incidental relationships that enable a child and his parent to understand one another, are of great importance in our schools in wartime.

Conclusions drawn from a series of projects in leisure-time education in six junior high schools in Manhattan during the past eleven years, indicate three areas of service in such a program:

1. *The Curriculum:* Discussions in the homeroom or guidance periods. Assemblies: display of hobbies, demonstrations. Individual interviews.

2. *Coordination* between the school and play centers: Settlements, Scouts, the Y's, Church play groups.

3. *The After-School Program* of activities in the school building.

In the first area (the curriculum) pupils may be informed about and habituated in many creative activities available in the community or possible in the home. This information may be given through the homeroom, English, the library, industrial arts, health education, assemblies, school clubs, and also through hobby displays, demonstrations, community speakers, and trips. Some schools provide individual in-

terviews by grade advisers for pupils in need of leisure-time guidance.

Some of the following topics may be considered in organizing a series adapted to a specific school and class:

1. Leisure-time value of school subjects
2. Wartime activities for our spare time
3. Hobbies and school clubs
4. Display of hobby activities
5. Safety in play
6. Collections
7. Pets
8. Nature
9. Making things
10. Kinds of art
11. Fine arts
12. Music appreciation
13. Reading—magazines and newspapers
14. Reading—books and libraries
15. Assembly program on hobbies for victory
16. Active and passive activities
17. Social and solitary leisure-time activities
18. Competitive and non-competitive leisure-time activities
19. Radio, motion pictures, and drama
20. Enjoyment of activities in the home
21. The relation of avocations to vocations
22. Reports on leisure-time literature
23. How to select leisure-time activities
24. Extracurricular activities and community opportunities
25. Municipal opportunities for enjoyment
26. Scouting
27. The importance of good leadership
28. Improving the community through our use of leisure
29. Planning summer activities for ourselves and victory
30. Sight-seeing opportunities near home
31. Museums and art galleries
32. Sportsmanship in our activities
33. Personal habits which increase enjoyment of leisure
34. The art of conversation as a leisure-time asset
35. Cultural habits worth developing in our leisure
36. Friendship—its relation to enjoyment of leisure
37. The carryover of our leisure-time interests into life
38. Planning time for study
39. Planning time for various activities
40. My leisure-time activities

The second area of service is that of coordination between the school and local

play centers. This coordination is essential and must be developed understandingly if a leisure-time education program is to be alive, meaningful, and of special benefit to pupils who are difficult to reach because of their inferior interests. Close contact between some school person and representatives of local centers makes for a ready exchange of good suggestions and information.

A third area of service is the after-school program of activities in the school building. Successful experiments have been made in New York City but curtailment of the budget prevents much development of the program for the present. However, the plan

is a most desirable one. Schools which have been successful in following the after-school activities program of the Board of Education of New York City find that the school has a better hold on pupils' leisure-time practices than do schools without the after-school program in the school building.

It is the hope of all educators who understand the need that the after-school activities program in the school building will soon spread over many more school areas. Such development will not lessen the need for the present well-organized recreational centers, such as the Boys Club, Scouts, Y's, and play centers in churches, settlements, and community centers.



## \* \* \* FINDINGS \* \* \*

**AGE:** Many school systems have a hiring preference for teachers under 40 years old, or even under 30. Recently E. W. Goetch, director of the Placement Bureau of Iowa State Teachers College, made a survey of the ratings given by superintendents to 300 teachers, on 20 desirable traits of a good teacher. One random-selection group contained 150 teachers who were 20 to 40, the other 150 teachers who were 40 to 60, reports Mr. Goetch in *Midland Schools*. Results showed that the superintendents rated 42% of the younger group as superior teachers, and 44% of the older group as superior teachers. The younger group excelled the older in only 3 of the 20 traits. But the older group excelled the younger in the more fundamental teaching traits, such as attention and response of pupils; knowledge of subject matter; resourcefulness; skill in making assignments; and understanding of children.



**EDITOR'S NOTE:** *Good, bad, indifferent, or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study. Readers granting such limitations may find these flashes in the pan interesting, provocative—sometimes amusing.*

**BASKETBALL:** The 10-foot-high basketball goals used for the giants who now engage in collegiate basketball are also used by elementary-school and junior-high-school players—and that's all wrong, states Jack Matthews in *School Activities*. Mr. Matthews made a survey of the height of basketball goals used on playgrounds of Missouri elementary schools, found that all were placed 10 feet above the ground. At this height, pupils below the senior-high-school level make few goals, and don't get the satisfaction from the game which they should. Mr. Matthews urges that maximum height for elementary-school goals be 8 feet, for junior-high-school goals 9 feet.

**READERS:** Only 10% of the country's population, "judging by Baltimore," are habitual readers—and of these, only 5% read seriously and act on what they read. So stated Harold Hamill of the Enoch Pratt Free Library, Baltimore, Md., at a recent meeting of the American Library Association. He added, "This is the portion of the American people that will have some influence on the direction of national planning, because they are the ones who will create public opinion." According to several librarians present, the remaining 95% of the readers go for such magazines as *Look*, *Life*, and *Reader's Digest*, and this indicates the kind of books that libraries must buy to attract more people to read and think about issues of national importance.

# SCHOOLS for VICTORY

Department of ideas, plans and news  
on the high schools' part in the war

## The 3 R's of 1943

Material on price control, rationing, and rent control is offered in the first issue of the new *OPA Bulletin for Schools and Colleges*, a free monthly for teachers and administrators, published by the Office of Price Administration, Washington, D.C.

The *Bulletin* includes content material, bibliographies, references, and news items which will aid schools in developing a necessary wartime educational program. The publication will feature "The Three R's of 1943": Regulation of Prices, Rent Control, and Rationing.

## Victory Farm Volunteers Plan Announced

High schools throughout the nation have been requested by the Office of Education and the Department of Agriculture to begin at once a recruiting drive for "Victory Farm Volunteers."

The Volunteers will be a part of the U. S. Crop Corps, organized by the War Manpower Commission and the Department of Agriculture to replace the farm help which is being siphoned off by the draft and the lure of high wages in war industries. Full details of the plan of organization were not available when this item was written.

Workers are needed for both farm labor and processing of food. During a 12-month period ending in the fall of 1942, more than 1,600,000 full-time workers left the farm. They have been replaced partially by relatively inexperienced older workers and young people. During 1943, the farms may lose another 1,500,000 workers. Normally, from two to four million extra workers are required to meet peak farm seasonal needs. This year a larger number of extra workers will be needed, but cannot be obtained from usual channels.

In the face of such conditions, the country must produce more food than ever. High-school pupils and teachers can fill a great part of the gap in our food-production army. In fact, they must.

## 38 Victory Corps Courses

Thirty-eight courses are being offered to pupils of Greenwich, Conn., High School during a special Victory Corps period which is scheduled daily, an-

nounces Hardy R. Finch, member of the faculty, to this department.

The Victory Corps courses include swimming instruction, meteorology, marksmanship, first aid, gardening, photography, group leadership, making of Red Cross surgical dressings, and navigation. No school credit is allowed for these elective courses, but Victory Corps insignia will be awarded to those who complete the work satisfactorily.

## This Distortion Map Shows "People, Not Miles"

A distortion map of the world, showing countries according to their population size instead of their geographical size, is offered by the National Opinion Research Center, University of Denver, Denver, Colo.

On this map, Japan swells to more than half the size of the United States, the Soviet Union is dwarfed by either India or China, Java is seven times as large as Australia, and Europe appears as a large continent. Here Germany and its allies are as large as the Soviet Union. There is an insert map based upon actual land areas for comparison.

Copies of the map, 10 by 16 inches, are 25 cents. Bond paper copies, 22 by 34 inches, are \$1.

## Free Mathematics Instruction for I-A Men

In Minneapolis, a self-appointed committee was organized about two months ago to foster free mathematics instruction for young men out of school, who are about to enter the armed forces, states William L. Hart in *School Science and Mathematics*. The financial conditions of school boards in Minnesota seemed to rule out the possibility of quick action by them which would accomplish the aim which the committee had in mind.

Courses were outlined and the idea was taken up with enthusiasm and pressed vigorously by the Committee on Education of the Minnesota Civilian Defense Council. Volunteer teachers were obtained. In answer to the first announcement of the free courses, eight hundred men appeared for the evening classes given in over ninety communities, of all sizes, in the state. In about one hundred other small

(Continued on next page)

## SCHOOLS FOR VICTORY (*Continued*)

ler communities, the few men asking for mathematics aid are being assisted through volunteer tutoring. Most of the men who appeared for these classes are carrying full-time day work and yet they are spending several nights per week in studying mathematics. The author states:

"I think that the response to this volunteer mathematics instruction in Minnesota shows clearly the intense desire of the young men of military age to obtain mathematics knowledge. They deserve to be taught all the mathematics which they can assimilate. I urge all of you to consider the possibility of actions similar to the Minnesota plan in any community where free instruction in mathematics for adults is not immediately available through the public schools."

### *Wartime Commencement Manual*

The *Wartime Commencement Manual* recently issued by the NEA contains descriptions of selected commencement programs developed and used in 1942 by schools in various parts of the country, and also presents the complete scripts of a few programs. Copies of this 64-page manual may be obtained for 35 cents from the National Education Association, 1201 Sixteenth St., N.W., Washington, D.C.

### *Coin Drive Sells Stamps and Releases Metal Money*

In order to "unearth the copper," high-school pupils of North Tonawanda, N.Y., conducted a Coin Drive during one school week. On each day war stamps were sold only for particular coins. For example, Monday was Penny Day—and 22,000 were turned in for war stamps. Tuesday was Nickel Day; Wednesday was Dime Day, Thursday permitted quarters and half-dollars, and the final effort was on Dollar Day, which brought in \$19,746.

The goal for the Coin Drive was set at \$10,000. But the promoters were pleased to report that their novel scheme accounted for \$20,733 in war savings sales. It also helped the government's plan to draw out hoarded pennies and nickels.

### *Portfolio of War Songs by Pupils is Offered*

War savings songs written by pupils—some new words to familiar tunes and some with original words and music, have been pouring in to the Music Educators National Conference at 64 East Jackson Blvd., Chicago, Ill., reports Lilla Belle

Pitts, president. The songs are entries in the national contest sponsored by the Conference.

Before the best songs were selected by the board of judges, the Conference published a portfolio of good examples, which is offered free to music teachers. While most of the songs in the portfolio are by high-school pupils, two short songs, original in words and music, are by a 10-year-old boy in the fourth grade, and a fifth-grade girl. The boy came to school with the words written on paper, and the tune in his head. He sang the song while a teacher transcribed the music.

The portfolio may be used for "war savings sings," and to encourage pupils to write more songs.

### *"Victory Hour" for Pupils*

The "Victory Hour," a nationwide Office of War Information radio program addressed to the high-school pupils of the country, is on the Blue Network every Tuesday afternoon from 2:30 to 3:00 Eastern War Time. Each program, the OWI states, includes a news commentator, a dramatization of some phase of the subject matter, and a prominent speaker of special interest to pupils.

### *International Understanding: 7 Milwaukee Methods*

Sympathetic understanding of nations "akin to ours in ideals or who fight with us against the common foe" is promoted in the Milwaukee, Wis., public schools by the following methods, states that school system's annual report, *We Defend America*:

1. Teaching of history to create insight into the national aims and policies of our friends and neighbors.
2. Comparisons in civics and citizenship classes which will give us a better understanding of other democracies the world over.
3. Using geography as a means of indicating the relationship of man to his environment, the importance of hemispheric solidarity, the economic interdependence of friendly nations, and such geographical information as indicates the need for understanding and unity.
4. Developing projects and library-technique units around life in other lands.
5. Studying current events.
6. Singing the songs, and reading in translation or in the original the literary works of other nations, particularly of neighbors and friends who hitherto have been neglected.
7. Studying the languages used in international relations.

## High-School Girls Sell War Stamps to Navy Men

Three Portsmouth, R.I., High School girls were sent out as the first Betsy Ross Division to sell War Savings Bonds and stamps to the 1,200 men stationed at the U. S. Naval Net and Fuel Depot. On the opening day they sold almost \$500 worth of stamps and convinced the commanding officer that it would be a sufficiently good field for the activities of an officer delegated to handling War Savings sales among the men.

The high-school girls were treated like movie stars, being dinner guests at the officers' club and attending the dance following. Each weekly payday other junior Minute Maids from the high school will carry on the sales campaign at the Depot.

## How Central High Promoted Key Salvage Drive

A thorough campaign to clean the whole community of old keys, staged by Central School, National City, Cal., netted 31,249 keys, reports Principal Eugene C. Brick in *Sierra Educational News*. Keys contain such scarce wartime metals as nickel, brass, and copper.

Circulars were sent to residents explaining the school's Key Salvage Campaign, and pointing out that a handful of keys often contains more valuable metals than many pounds of ordinary scrap. Underneath a large poster showing a huge bright key, and lettered "The Key to Victory", was a box into which keys were deposited. When the box was filled in two days, a large "Treasure Chest" was substituted.

A committee of pupils called upon the mayor and got him to proclaim Key Salvage Week. Newspapers, civic and fraternal groups cooperated with the school. The pupils gave each such group a "key quota", and undertook to collect 3,000 keys for each 1,000 contributed by the local clubs. A local radio station mentioned the drive twice a week.

In each homeroom pupils who had salvaged the most keys were awarded red, white, and blue ribbons. As a final step the art department constructed a huge pasteboard check, filled in with "Pay to the Order of Uncle Sam 31,249 Keys", and signed "Students of National City Schools".

## War Vocabulary Study at Ft. Hamilton High

Study by high-school classes of the vocabulary of the wartime daily newspaper, as a means of sharpening understanding of current issues and events,

## Report to Us

Readers are requested to submit reports on what is being done or planned in their schools to back the nation's war effort—activities, classroom instruction, administrative procedures, etc. We welcome letters, mimeographed materials, school bulletins, short articles of 100 to 600 words, and full-length articles up to 2,500 words on this subject. We shall undertake to publish or abstract the ideas and reports that would be of interest to other schools. Send to Forrest E. Long, Editor, THE CLEARING HOUSE, 207 Fourth Ave., New York, N.Y.

is reported in *High Points* by Joseph Bellafiore, of Fort Hamilton High School, Brooklyn, N.Y.

A few of the classifications under which Mr. Bellafiore and his pupils gather and study wartime words and phrases, and samples of them, are:

*The Issues:* "the four freedoms", "war of ideologies", "lebensraum", and "lost colonies".

*Strategy of War:* "pincer movement", "reconnaissance flight", and "infiltration".

*Economics:* "price ceiling", "bottleneck", and "excess profits".

Overdoing such vocabulary study will induce boredom, states the author, whereas small doses will produce stimulating results.

## Girls Cook for Canteen

The home-economics girls of Fairmount Junior High School, Hackensack, N.J., carry their wartime work to logical conclusions. When they studied wartime nutrition, they really went out and cooked for a nearby army canteen.

## San Diego Schools Broadcast Latin-American Music

Inter-American understanding is a special aim of the San Diego, Cal., Public Schools, reports Will C. Crawford, superintendent of schools of the city, in *School and Society*.

A special series of 20 music radio broadcasts of Latin-American music is being presented by Alfred Smith, supervisor of music. Recordings of broadcasts are being taken for use in the music classes for many months. A program of personal correspondence between San Diego high-school pupils and high-school pupils in Mexican cities is sponsored.

# English *vs.* American secondary-school JOURNALISM

By  
C. C. HARVEY

**O**BSERVATIONS by outsiders are often stimulating and helpful. English educators are prone to express their opinions of American secondary schools in the light of the standards, aims, and objectives of their own schools.

Rarely does the Englishman view our secondary schools in their American setting with their diverse pupil population, the differences in the communities whose needs they attempt to serve, and in the light of our aims and standards of secondary education.

There are vast differences in our secondary schools and those across the Atlantic. The English secondary schools place emphasis on scholarship, cultural refinement, character training, and the will to service in political life. They have a tendency to regard the achievements of American secondary schools as inferior to theirs, particularly in the matter of training pupils for the responsibilities of citizenship.

Perhaps the accomplishments of American pupils in mastering traditional subject matter are inferior to that of English pupils in secondary schools, but to make a fair comparison it is necessary to give the American schools credit for many constructive

achievements which are not found in the English institutions.

Take the program of activities carried on in American secondary schools, for example. We may have gone a little to the extreme in our emphasis on organized activities. But on the other hand, the conservative character of English education causes the English to place too much emphasis on the traditional and formal aspects of education.

An editorial appeared recently in *The Suttonian*, a magazine published by the Sutton Secondary School in Surrey, England, which gives a comparison from the English point of view of publications issued by English and American secondary schools. This editorial is mostly a criticism of American high-school newspapers, but the comments reveal some of the basic differences in the characteristics of English and American secondary schools.

The editorial, which carried the title "Papers from American High Schools", follows:

"They are, in the first place, modelled on the ordinary newspaper, a resemblance which covers both form and style. While, in England, the school magazine gives details of the more important school news, and also aims, if somewhat unsuccessfully, at a certain literary standard in contributions, in America a very detailed account of school life is given and few, if any, contributions of merely literary merit are included. It must be admitted that the school news is presented in a bright and interesting manner that is a pleasant change from the rather sober accounts that adorn our magazines, but, on the other hand, much of the school news seems of a rather trivial nature, and the style of presentation rarely shows origi-

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*EDITOR'S NOTE: This article was inspired by an editorial on American high-school newspapers, which appeared in an English high-school magazine. The editorial is reproduced. Apparently British high schools emphasize literary magazines rather than newspapers. Possibly the writer of the editorial had seen mostly our schools' newspapers, and few of the good literary magazines published by some of our high schools. Mr. Harvey is principal of the Rock River, Wyo., High School.*

nality. It is rather slavish imitation of modern journalism, and makes full use of double headlines.

"The principal items of interest seem to be the football, baseball, dance, and band, all of which play a very prominent part in high-school life. All the schools are co-educational and we were interested to note that the girls form themselves into groups known as 'pep squads' to lead the cheering at football matches. As one member of the first eleven was heard enviously to remark, 'Boy, could we do with support like that!' Every school seems to run a band, but, judging from the noises we have heard emanating from Room 2 on occasions we are better off without one at the moment.

"However, if there are any aspiring musicians in the school, why not join together so that you can perform on ceremonial occasions, such as Speech Day, and could not the headmaster be greeted by a suitable fanfare of trumpets when he comes into assembly? Full space is also accorded to reports of the work of the classes, which, as far as we can make out, seem to be self-governing, and for intimate news about school personalities. There are in some papers what we should find embarrassingly full accounts of school romances, and even the lives of the staff are not free from investigation. Humor and pictures are also well represented in their papers. Numerous advertisements are also included.

"The paper is generally produced twice monthly by the journalism class of the school, and boasts an impressive editorial staff of about fifteen. When we compare their list of editor-in-chief, news editor, sports editor, feature writers, class reporters, music editors, business managers, etc., with the two humble names that appear at the top of our editorial page, we bow our heads in silent amaze that our magazine ever gets produced at all."

We wish that our English friends could have an opportunity to examine a repre-

sentative exhibit of the best publications of our high schools. Perhaps they would acquire a better understanding and appreciation of American high-school journalism, which like the American high school, is a typical American contribution to education. They would see quite a variety of publications—newspapers, literary magazines, handbooks, yearbooks, club newspapers, home-room newspapers, bulletin-board newspapers, etc. They would see that these publications are issued not merely for their literary value, but to serve a number of important needs in the schools.

Our English friends would discover, if they examined the contents of these publications, that many of them contain contributions of literary merit, and that the American high school is a busy place where many activities are being carried on to meet the needs of the pupils and give expression to their interests.

They would discover that many organizations and activities exist in these schools, which develop pupil cooperation and initiative, link the training in the schools as closely as possible with community life, and provide opportunities for pupils to learn to be good citizens by engaging in various civic activities. These life-like activities help boys and girls to attain adult status and teach them to solve problems and assume responsibilities, and we believe provide better training for becoming a competent and responsible member of American society than too much emphasis on subject matter and tradition.

An interesting study for some budding young journalist or educator would be to make a comparative study of publications produced in American and English secondary schools. Such a study would be valuable both from the journalistic and educational points of view. An interesting project for a high-school journalism club would be to exchange papers with schools of other countries and study the ways in which the publications differ.

# A classroom teacher looks at UNIT TEACHING

By  
EUGENE KITCHING

EVERY TEACHER has at one time or another asked himself the question, "How can I improve my teaching program?" and several types of procedure may have been employed by the teacher in seeking to answer this question. Unit teaching may have been one of the methods. This teacher has become aware of at least four values found in unit teaching.

One of the most important is the wide scope of unit experiences. The teacher does not feel that he is tied down to the limits of a chapter of a book or even to one book. Limitations are present, of course, but they do not seem to be as great as they are in the more traditional types of classroom experiences.

A second value is adaptability and flexibility to the needs, interests, and abilities of the students. The teacher should really be concerned about these factors. He should be anxious to discover information about the group which will reveal their status within any of the three areas.

Many units make use of broad areas of subject-matter content. They may even cut across subject-matter lines, as in the core-curriculum programs of many schools. Because lines of subject matter are reduced

there would seem to be greater opportunities to meet a wider range of student needs, interests, and abilities.

A third value is the opportunity for better guidance through a closer analysis of pupil interests and characteristics. The need for guidance would seem to become greater as the teacher becomes more and more concerned with satisfying and meeting the requirements of the students.

But is this all that guidance does? Other elements are generally involved. Let us put it this way: guidance is fundamentally an educative process whose purpose is to direct the individual. This direction is necessary to help and to encourage him to make wise adjustments both within himself and to others. A value peculiar to unit teaching is that it may help to promote and foster the pupil's growth through individual and group guidance.

A fourth and final value (it is recognized that the list may be extended) which unit teaching seems to possess is its use of the community for curriculum source materials (field trips, interviews, newspapers and the like). A parallel value is the unit's use of the community as a source for the actual content of the curriculum. This is shown whenever a group of students may study some local problem peculiar to the community. Unit teaching has the opportunity to vitalize the community. It may help pupils to become aware of the common everyday experiences which their community may afford—experiences which they may have been missing.

In summary, unit teaching may have, among others, at least four fundamental values: (1) a broad scope, (2) flexibility in

EDITOR'S NOTE: *The author discusses certain values which unit teaching has for the classroom teacher, and explains how he developed a unit during the previous school year for grade seven of the P. K. Yonge Laboratory School. Mr. Kitching is instructor in education at the University of Florida, Gainesville, and is assigned to the laboratory school.*

meeting the needs, interests, and abilities of students, (3) emphasis upon guidance, and (4) recognition of the function of the community, both as a source for content and for materials, in the total school program.

The purpose of this article is to present a few of the writer's experiences in unit teaching. They have been instrumental in helping him to arrive at a statement of values.

For the past four years I have been teaching in a core-curriculum program on a secondary-school level. The P. K. Yonge Laboratory School in the College of Education at the University of Florida has been evolving such a curriculum for the past seven years.

The core curriculum in the Yonge Laboratory School consists of a series of social problems. English, among other areas of learning, is called upon to assist in the solution of each problem. The process of studying in this social area is technically called the unit of experience. Each grade generally has its own center of interest, or controlling theme, which may vary from year to year within any one grade level.

For example, because the seventh grade was concerned last year with *Finding My Place in the World*, with appropriate units centering around it, this does not mean that the present seventh grade must experience that center of interest too. Many factors, such as the maturity of the group, world conditions, and the nature of the boys' and girls' interests are determinants of the theme.

Each teacher in the school is vitally concerned in seeing that wherever possible democratic procedure is followed. The pupils and their teachers cooperatively formulate aims, purposes, activities, and even the content of units of experience. Individual interests are met wherever possible. The needs of the boys and girls are carefully and continuously studied by each teacher.

These needs may be determined in a

number of ways, depending upon the initiative of the teacher. It has been found, however, that among the most satisfactory ways are: conferences with pupils and parents, questionnaires, observation of the classroom—and if possible, the out-of-school—experiences of students, study of certain test results, which may be diagnostic in their nature.

The seventh grade, from which this article draws material in presenting its point of view, consisted of 35 pupils. I had also been their sixth-grade teacher. At the beginning of the seventh grade I advanced with them, this being a partial phase of the school's program of helping boys and girls to adjust more adequately to the junior high school.

The writer developed with the students a program having for its center of interest *Finding My Place in the World*. These words are merely suggestive—the main point is that we were seeking to help each to find himself, at least in his immediate environment.

The units which were developed during the year are reflective of this purpose. The first one was *My School and I*. Here the group sought to understand the new situation in which it found itself. Some of the new and greater responsibilities toward the school and to others were emphasized.

The next unit, *What Science Has Given the World*, tried to bring out the role which scientists have played in helping society to find itself. The untiring and unselfish efforts which men and women engaged in this field have made in order that we might reap the benefits might have their counterpart in the relation of the individual to his group. The scope of this unit was very broad.

The third unit was entitled *The Community Health of Gainesville*. It will be discussed in more detail later. Others were, briefly, *Our Latin American Neighbors*, *My Country's Past* and *My Place In It* (primarily a historical approach through a

study of the American Revolution to a better understanding of some of the major tenets of American democracy) and finally Reading Today's Newspapers.

The unit on the Community Health of Gainesville grew out of the types of experiences which the boys and girls had had in the unit, What Science Has Given the World. They came to see that science has affected nearly everyone. Its presence in the community was seen in the things science had done for the people.

Gainesville, like every other community, has been affected by science—a statement almost too trite to make. To these boys and girls Gainesville was home. It was, to them, one of the best places on the face of the earth. Nothing could be wrong with it. Certainly not! Or could there?

As the pupils delved deeper and deeper into the problem, they were not so certain. For they saw what could happen when a lack of civilian cooperation with medical authorities took place. They saw blighted areas which lacked proper sanitary garbage and sewage disposal facilities. They wondered why everyone could not, like themselves, have these facilities in his home. After the unit was over, they agreed, in effect, "What a job we've got to do!"

To list a few of the aims which the students said they hoped to understand will reveal the broad scope of the unit—a characteristic value of unit teaching. They said they wanted to know about some of the health conditions one might expect to find in Gainesville. The health leaders and authorities were relatively unknown to them: they said they wanted to know them and the nature of their work. They understood the cost of maintaining health facilities must be rather high. What was its per annum expense to the community?

Each day many of the group passed by the community hospital on their way to and from school. What was this hospital and its staff doing to help improve the community health of Gainesville? What were

other agencies doing to augment these more or less governmental services? These were a few of the questions the class raised in the planning period.

Within each one of these questions the pupils sought to find their own interests. Activities were later planned to develop these interests. This leeway for individual interests seems to be an important phase of unit teaching, and its importance is shown in this case:

John was a new pupil this year. He had come to the school from another city, and his adjustment problems were very noticeable, especially to his teacher. He was miserable and unhappy, and everyone felt sorry for him, but that was just about as far as aid from the students went. Then too, John's own cooperation was needed if his problems were to be even partially reduced. He was certainly not interested in many of the things which went on about him in the classroom.

Then our community health unit came along! Raised in a rural area, John was interested in cattle. When the committee to investigate dairy practices in Gainesville was being organized, John saw the light of day. Up shot his hand like an arrow. Here was something in which he felt an interest. So great, in fact, was this interest that he eventually became the chairman of the committee.

As he progressed with his work, his social adjustment problems were lessened. When the day arrived for his committee to report to the class on its findings, John gained the respect and admiration of his classmates through his superb drawings and through the ease with which he expressed himself. It was obvious that art was an area in which he had ability. His tonguetied condition disappeared when he was talking about a subject in which he was interested and at home.

John is an example of the fact that student interests are basic to the whole educational process. This unit had helped a boy to find himself through capitalizing

upon the interest factor effectively.

Collectively speaking, each of the committees was made up of those pupils who had, or seemed to have, interests common to each area of community health under investigation. Each committee, therefore, chose the learning situations and activities in which its members were not only interested but in which they had abilities. A choice of activities was available. Possibly no two pupils were doing exactly the same thing at the same time.

It was seen early that extensive use of the resources of the community was going to be necessary. A list of agencies within the community which might be helpful was made. Such workers as the local physicians, the city health officer, the city nurse, and others were suggested. An agency which later proved to be very helpful was the local chapter of the American Red Cross. Every possible opportunity was to be made to make use of the community's resources.

When the pupils had completed the list, each committee was free, within certain limits, of course, to consult with the workers in the community. Trips to these were always preceded by appointments, generally arranged by the pupils over the telephone. Notes were sometimes taken during the conference. More often, however, the pupils waited until they had returned to the classroom to list their findings. This would be done in committee meetings, held either in a corner of the room or in the teacher's office.

Field trips to selected areas were planned and conducted. The students saw firsthand both the good and the bad conditions. On one extreme they came in contact with such conditions as out-door houses in the negro section of the city, no facilities for running water, and crowded conditions of housing. Again, they saw a section of the city in which there were modern apartment houses, small homes financed by government money, and other things on the positive side of the ledger.

Reading materials were largely obtained from the community. Many doctors, especially the city health officer, made case studies available to the students (names had been deleted of course). Vital statistics were likewise furnished by these doctors.

One of the most valuable sources of information, which combined reading matter with statistics, was the booklet, *The Health Situation in Florida*. This is a publication which was furnished free by the Florida Health Association. It supplied the necessary background and direction for the things the class was attempting to do. Implications for the local community often had to be drawn, of course, but this did not decrease its importance.

The findings which the members of the class gathered were generally translated and transformed into the concrete through the use of activities, such as maps, posters, charts, graphs and the like. Each committee set up its own activities. These, in turn, were made a part of the total program.

The unit was concluded by a summarizing period, in which each committee laid before the class its findings in final form. Discussion of these was encouraged and certain implications from the findings were generally drawn. In the evaluation, the pupils and the teacher made criticisms, on a constructive level, of the procedures which the unit had employed. The task which lay ahead for the allaying of some of the health conditions in Gainesville was indicated.

This article, together with the illustrative unit, has sought to lay before the reader four values which the writer has had occasion to observe through his experiences with unit teaching.

Others may find far more important values than these. They are given with the hope that teachers will be encouraged to discover some of the values they hold to be important. In this way, unit teaching may make a continuing contribution to the total educational program of each boy and girl.

# GEORGIE:

By  
SARAH MILLER

## The Gremlin of Barnett Junior High

**E**VERYTHING HAPPENS to me!" The wail of dismay arose from deep within Georgie Riley, and as Miss Smith looked at his expression of injured innocence she, too, felt dismayed. The noise had definitely come from the direction of Georgie, but perhaps she had been mistaken. Perhaps she had not detected the right culprit.

"See that you pay good attention." With this safe admonition she sent Georgie back to his seat.

The class went on with its activities until the silence was again broken by a sudden musical tinkle, a tinkle just loud enough to distract the attention of the class and cause a turning of heads in the direction of Georgie.

This time Miss Smith was wary. She continued the instructions. Faking a look to the right, she observed the activities to the left. Georgie was busy, absorbed in his writing. Casually Miss Smith wandered to his side and with a deft motion pushed his elbow. His elbow pushed his pocket. Out poured the musical tinkle.

"I'll take the bell."



**EDITOR'S NOTE:** *The aviators had to invent gremlins to account for all of the irritations and mishaps that befall a combat flier. Teachers don't have to imagine educational gremlins. They are right with us in the flesh. They are pupils like Georgie. Now, Georgie is all right. Some day he may be President of the United States. But at the moment he happens to be the No. 1 gremlin of Barnett Junior High School. Miss Miller teaches in Central Junior High School, Cleveland, Ohio.*

"But I have no bell," protested Georgie. A glance at Miss Smith's determined face stopped his denial, however, and putting his hand in his pocket he withdrew some nails ingeniously tied together.

With a sigh of relief for the peace of his other teachers Miss Smith put the nails away. Before long the Barnett Junior High School period bell rang and Georgie departed for his next class.

As usual the Smith morning was a busy one. The 9B's recited their lessons well. The 8A's recited poorly. Their preceding subjection to a fluoroscope test in a routine check for tuberculosis had centered their thoughts on the location of the lungs instead of the location of the coal regions.

The lunch period offered a moment of relaxation. Returning from the cafeteria Miss Smith found Elsie Riley in the room. Elsie bore a note:

Why does Georgie have to bring another quarter activity fund? Does he have to pay 75¢ when everybody else pays 50¢? I already sent 50¢ by him.

His mother,

Martha Riley

"Elsie," Miss Smith requested, "please tell your mother that Georgie only brought 25 cents."

"Oh, she's coming to see you this afternoon," and Elsie departed, leaving Miss Smith to ponder apprehensively the reason for the visit.

The next class soon demanded attention and Miss Smith became absorbed in describing the functions of the courts. In the midst of explanations of the difference between a misdemeanor and a felony there was a knock at the door. It was Mr. Lewis, Georgie's English teacher. Georgie was there, too.

Mr. Lewis was livid with repressed emotions. He tried to speak, but failed. Professional ethics demanded the avoidance of profanity, so Georgie calmly took over for him.

"He says I make faces. He says I copy him. He says I mumble his words. He says I do it on purpose. I am only trying to learn everything he says." The culprit beseeched Miss Smith for justice.

"I had better keep him with me," Miss Smith suggested, and teacher gave teacher a sympathetic look. Mr. Lewis left, without Georgie.

Shortly after the last class had been dismissed, Mrs. Riley arrived. She was calmly judicial, weighing evidence, pronouncing sentence. Georgie would replace the 25-cent activity fee he had spent, from his allowance. Georgie would apologize to Mr. Lewis. Georgie would stay home that evening and

learn his lessons. Abjectly Georgie accepted each pronouncement.

Miss Smith sought for a word of praise to atone for the list of complaints. "Georgie sometimes shows such a nice school spirit," she said. "It was nice of him to bring the clothes hangers."

"Clothes hangers?" exclaimed Mrs. Riley.

"Why, yes. The school is collecting clothes hangers to raise money for the welfare fund. Every two hangers bring a penny. Georgie brought sixty."

"Clothes hangers!" shouted Mrs. Riley, no longer calm. "So that's what happened to all mine! My best dress on the floor. Mr. Riley's new suit thrown down. The clothes every which way. Not a hanger in the house. I'll settle this matter right now. Come, Georgie!"

With a shrug of his shoulders at the complexities of life, Georgie went.



## I Taught Them All

By NAOMI JOHN WHITE

I have taught in high school for ten years. During that time I have given assignments, among others, to a murderer, an evangelist, a pugilist, a thief, and an imbecile.

The murderer was a quiet little boy who sat on the front seat and regarded me with pale blue eyes; the evangelist, easily the most popular boy in school, had the lead in the junior play; the pugilist lounged by the window and let loose at intervals a raucous laugh that startled even the geraniums; the thief was a gay hearted Lothario with a song on his lips, and the imbecile, a soft-eyed little animal seeking the shadows.

The murderer awaits death in the state penitentiary; the evangelist has lain a year now in the village churchyard; the pugilist lost an eye in a brawl in Hongkong; the thief, by standing on tiptoe, can see the windows of my room from the county jail, and the once gentle-eyed little moron beats his head against a padded wall in the state asylum.

All of these pupils once sat in my room, sat and looked at me gravely across worn brown desks. I must have been a great help to those pupils—I taught them the rhyming scheme of the Elizabethan sonnet and taught them how to diagram a complex sentence.



*EDITOR'S NOTE: The above brief sketch first appeared in "The Educational Whirl" department of the November 1937 issue of THE CLEARING HOUSE. It was one of 13 items in the "Whirl" that month. But it has since had an unusual record of vitality. It was reprinted widely in educational journals at the time. But ever since then we have been granting permission for its use in professional books. It has appeared in educational books published in 1939, 1940, 1941, and 1942. We are glad to reprint the item for the benefit of new readers, and for rereading by old subscribers.*

# SOPHOMORES

*Pupils can take  
it and give it*

## as English CRITICS

By

MILDRED BAILEY GREEN

**I**N THE BEGINNING I was convinced that we needed a good course of study covering the principal types of writing, with elaborate and rather detailed plans for assignments, procedures, references, and illustrative materials. And our course of study was just that—twenty-five pages very much like any traditional course. I must confess here, however, that my strong conviction may have come because I was appointed to compile such a study.

I do not doubt the value of this work as a learning experience, nor do I belittle its value. However, I do feel that we were working backward. If there is to be a course of study at all, it should grow out of, and

be planned by, the class. So much is dependent upon the personnel of each group and the needs and interests of each individual.

(*For Sale: By this owner, one course of study, slightly used—almost new.*)

Further, I was convinced that the young sophomore was a timid, sensitive soul; and because he was, a secret secluded spot should be named, where he might leave his brain-child if he wished its parentage unknown. But to my surprise, the brain-children were moderns: unabashed, boldly, and a little noisily they found their way to the public gathering place.

I had thought that along with his modesty would go a natural desire to use a symbol or pseudonym. But I suspect now that it was to satisfy my desire, rather than their own, that they chose their Petrod Yardoffs, their La Belle Arlets, and their James D'Aiglettes. We did, however, have fun; and, what is more important, I did discover some interesting traits revealed in the choice of names.

There was, for instance, one Lord Baron Von Kindleburger, whose work, like his name, was always just too much muchness. Several of his writings which promised to be good he ruined with too heavy a touch. He could never see that they were completely overdone.

And then there was Monty Wood, serious, analytical, conscientious, who begged to have his "name" changed because he had had nothing but bad luck since he had discarded his own. Though I thought I had graciously complied with his request, his

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**EDITOR'S NOTE:** *Mrs. Green, who teaches in McClatchy Senior High School, Sacramento, Cal., discarded her elaborate course of study in composition, and began to have such interesting experiences as the one which she records here. This article is one of the reports of the Stanford Language Arts Investigation, a three-year curriculum revision program involving ten thousand pupils, 150 teachers, and 24 schools in three states of the West. The complete reports of the Investigation are being published by McGraw-Hill Book Co., New York, in two volumes edited by Walter V. Kaulfers, Holland D. Roberts, and Grayson N. Kefauver. English for Social Living, in which Mrs. Green's report will appear, is now in press. The other volume, already published, is Foreign Languages and Cultures in American Education.*

apparent anxiety continued to grow, for somewhat later I found on my desk the following message:

After due thought and consideration, I have finally concluded that my pen name, Antony de Berjerac [earlier he had given me a diacritical interpretation] is quite a bit too theatrical, artificial, and melodramatic; so if it is not too much trouble, I would like a final try at something a trifle simpler such as Monty Wood. May I? Please?

I mustn't forget my sentimental little Det Sebrof, who must have thrilled deeply at the very sight of her signature, the name of the season's football hero spelled backwards. Silly little sing-songs were all I could get from her—ever. Then there was one boy who held out stubbornly. Apparently his baptismal name was quite good enough for him.

For the anthology which we compiled at the end of the term, there was to be a full page devoted to the authors' real names and corresponding pen names. Now what were they to do with adamant Bill Moody? The problem was solved by the ingenuity and insight of another student. From that time on the adamant one was Moody Bill.

Then, there was the novelty of using a beautiful or clever new name—and who hasn't secretly thrilled to that in his adolescence? Perhaps I did them no harm by giving them a chance to escape, to be someone else. However, I'm convinced they knew they were humoring the teacher, for some seemed very pleased to have the authorship of their writing well known. I began to think that it is not imperative to protect these tender sensitive plants, that they like to face things and take responsibility.

And apparently I was wrong in my attitude toward criticism. A certain amount of constructive criticism for fifteen-year-olders was a good thing, I felt; but I tried desperately to discourage adverse criticism from the students, and I carefully avoided it myself.

At first I suggested that they select from the class papers any they cared to read; if

they had comments to make, these were to be written on separate slips of paper and clipped to the original. I was delighted with the success of my plan when I found such statements attached as "'Stealthily' is not applied to does," "A plague-stricken 'corpse' could not have a 'death rattle in his throat,'" or "A natural rustle would not frighten a deer."

They were really observing; and I found them critical not only over matters of natural history and the like, but, strangely enough, about the mechanics of the situations. For instance, "Poor sentence construction in the last line of the first paragraph."

The critic I am about to quote had probably begun to understand that straight thinking and straight writing is not just a matter of drills and sentence structure tests. He wrote: "Very effective after second reading. Have to read two times, the first sentence in the second paragraph." He was obviously annoyed.

I know I could talk till Judgment Day on tenses, their proper use, and their importance in expression; but here the student was struggling with interpretation that had significance for him: "The person who wrote this has put part of it in the present tense and the rest in the past tense with the result that it doesn't sound right." And that's the most important observation he could make. It just didn't sound right!

And how considerate they are, at times, of each other's feelings (all this, you recall, was early in the year): "Do you really think that 'a small piece' of the sun would stand still long enough to let a whole slow-moving caravan pass over its face?" He concluded with "Respectfully, Franklin MacConell". And where among the general run of critics will you find this gallantry?

What at first seemed somewhat extravagant praise was, after all, sincerely given: "I like your style. Not overdosed with unconvincing descriptions. You get places with few words. Your contrasts are well taken," wrote one Dr. Sardeau. Everything

was proceeding smoothly and beautifully by way of criticism, and I was glad. Criticism was generally constructive. There was Lord Baron Von Kindleburger's unsigned statement (I recognized the writing), "More reading should be done in order to enlarge vocabulary and study word formation," and "This author always makes his writings vague. I think he must be afraid to belittle his reader by explanations."

Sometimes, I have to admit, they were not constructive, as "This guy's writings, poems, are too deep for me." The climax came with a slip of paper bearing not only the critic's reaction but a second critic's reaction to the first. At that point the original paper had become unimportant; in its place, a possible feud in literary criticism: "This author has undoubtedly put much thought into this tramp, but I hardly think he would pay that much attention to a tramp." Immediately under it came: "This critic undoubtedly never writes of anything less in beauty than Venus de Milo."

Other times I have come between classroom pugilists and redirected their energies. It was hard to say what this bent would lead to; so I simply ceased to encourage the written criticisms. I couldn't suddenly discourage it. It was wise, because soon I found myself forced to confiscate, surreptitiously, the harshest and most severe of the notes. Never again, I said—and I was determined.

The next class in creative writing was to be different—and it was; but not much better. I was still fumbling with the idea that criticism—if properly given and taken—should be very helpful to these youngsters. I had previously discovered that criticism given orally during class discussion was innocuous, gentle, kindly, and helpful to a point; but I still felt that if the criticisms were given directly, without benefit of the teacher, it was likely to be more sincere, more frank—actually more helpful.

So, having dismissed the use of written slips, I decided upon the plan of encourag-

ing authors to read their own material within the classroom to one, two, or more pupils of their own choosing.

When I recall now some of the crushing, almost scathing remarks I overheard during some of those reading sessions, I still suffer embarrassment. They were such criticisms as I should never dare give. I felt as if I had been forced to sit by while one pupil brutally beat another. But strangely enough, there were no casualties. As I looked about, I saw no trembling underlip of a tear-stained writer. Not at all. There was a violent attack, but there was equally violent defense.

Time after time when there was such turmoil that I feared administrative or "next-door teacher" interference, I walked leisurely, and with great restraint, to the scene of the free-for-all. There was the author in the center of the circle. I never ceased to be surprised at the explanations I usually got: "Beverley says that people do kindness and make sacrifices only because they themselves profit by doing it," or "Catherine says that only a woman could truly understand and react sympathetically in a situation like this." This kind of argument might continue long after the period was over.

It was then I realized that those written comments of the previous semester weren't so dangerous after all. Maybe these young people thrive on good, healthy, adverse criticism; maybe that's what they crave; maybe it helps them to clear their own thinking. And certainly if it helps to build up the fighting spirit that is found, say, in John Steinbeck's *Grapes of Wrath*, it has been well worthwhile.

I have learned that the modern sophomore not only is not a sensitive plant, but that he is definitely tough-skinned. I still try to point out good things about pupils' writing, but I no longer feel the necessity of attacking gingerly. I've learned from them about criticism. They can give it, and they can take it.

# THE EDUCATIONAL WHIRL

*A department of satire and sharp comment*

**Contributors:** **EFFA E. PRESTON, R. ELIZABETH RENNOLDS, MARCUS W. DAVIES, JOSEPH BURTON VASCHÉ, and LEMUEL PITTS.**

We know a system where every three years the teachers get scrambled—transferred, to you. The superintendent will doubtless be a traffic cop in his next incarnation.

E. E. P.

## Where Martin Eats

Whenever I hear some of the remarks students make at school about their parents, I always wonder what they say about their teachers at home.

One morning Martin told me that he lived at home but that he took his meals with his grandmother. When I appeared somewhat surprised, he quickly explained, "My grandmother has her meals on time and if I go home I have to go to the grocery and wait till Mother cooks." R. E. R.

If the revolutionary changes in subject matter and textbooks continue for the rest of the year, schoolhouses will not want for fuel next winter.

M. W. D.

There is something to be said for the teacher who refuses to stand up for his rights and fears publicity. After all, the best place for a turtle is in his shell.

E. E. P.

Having received requests for excuses to get hair cuts on school time, special requests to stay at home to help there, to go hither and thither, to come at will or not to come at all, to go when the mood suits one, I think I understand why high-school education is called "secondary" education. L. P.

**EDITOR'S NOTE:** Among the contributors to this department are superintendents, high-school principals, and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.

One of the great reasons that teaching does not attain the dignity of a recognized profession is lack of coöperation among teachers, inspired by an amazing amount of jealousy. What we need is a frank and fraternal exchange of constructive criticism. In other words, when you've finished with our mote we'll attend to your beam.

E. E. P.

## Names above the Front Door

An informer tells us that among South Dakota Sioux Indian Schools are He Dog Day School, Bad Nation Day School, Enemy Swim Day School, Red Shirt Table Day School, and Wounded Knee Day School.

But what's a name anyway? It's the quality of classroom teaching that makes a real American School!

J. B. V.

Morale is the feeling that comes over faculty members when they learn, from that overgrown sophomore with the I.Q. of 74, that he now earns that many dollars in a week.

M. W. D.

*King's English at an Educational Conclave:* "patched seats of learning" . . . "pedigree" . . . "practicum" . . . "arising from Olympian sources" . . . "verbal sunbath" . . . "low intellectual ceiling".

J. B. V.

## Nomination

One sound argument against the use of the "merit system" in a salary schedule is this: Who is to decide upon the merits of the judges who judge our merits?

Politics and human nature being what they are (and how they are!) we wouldn't trust anybody but God to be absolutely impartial. He hasn't any hobbies!

E. E. P.

# For victory, must we surrender LANGUAGE COURSES?

By LEON MONES

**N**OBODY who believes that education is a flexible system of social service can object to the propriety of the schools' adjustment to war service. If winning the war means that the schools must teach certain specific skills and must develop certain specific attitudes and competencies, then the schools must undertake these.

On the other hand, we teachers must not too cavalierly accept over-enthusiastic injunctions to surrender and abandon school experiences that hasty thinking concludes to be unessential in war times. We teachers must remember that in the exuberance and fervor of war demands we may adopt or eliminate educational experiences to our immediate and future social detriment.

For instance, one hears a great deal of acquiescent expression that this is a time when the teaching of languages can very well be suspended.

As a matter of fact, this is a time when the teaching of languages can be redirected and reemphasized in the secondary schools.

If my boy is to serve on the fertile margin

of North Africa, or somewhere else beyond the United States in this global war, I suspect that even a smattering of a foreign language will in all probability help him more to survive than a refresher course in science or mathematics.

This is not to discount the emphasis on mathematics, science, and physical education which the Victory Corps program and similar codes of war adjustment are bringing about. Possibly 5% of our high school graduates<sup>1</sup> will serve in some branch where mathematics or applied science is a military essential.

But many of us believe that both now while we are at war, and later in our job of global reconstruction, a knowledge of languages will be a social and educational premium. At present, in America, about 100 persons are said to be able to handle Japanese or Chinese with any degree of usefulness. Certainly, after the war we shall be searching in this country for people proficient in Japanese, Chinese, Russian, Hindustani, Portuguese, and other languages.

Now this is the time to admit and do penance for a rather sophomoric fallacy we have been committing in our high-school language teaching.

Since the last war we have all become obsessed with the notion that everything we teach should somehow be justified and rationalized in terms of social psychology. Well and good. Certainly education should have and must have social objectives. But the point is that sometimes the greatest social objective is that of usefulness.

Now see what most of our language spon-

<sup>1</sup> If so, that's 10% of the boys.—Ed.

sors have done. They tried to justify language teaching by the same instruments that were employed, for instance, to justify social studies. In short, the sponsors of language teaching have been vocal in declaring that the main objective in teaching modern languages is not language mastery but "social competency," "appreciation of foreign cultures," "tolerance of foreign points of view," "international reciprocities of appreciation," and other such pious and wishful platitudes.

The fact of the matter is that the reason for teaching languages should be competency in the use of languages. I want my boy to study French or Spanish, not in order to appreciate the Gallic spirit or Hispanic code of courtesy; I want him to know how to talk and read and understand and translate the language. While we in the public high schools have been afraid to declare that we can teach a modern language for mastery, and have been justifying such teaching with oblique and tongue-in-cheek reasoning, schools like the Berlitz Schools have been promising to teach French and Portuguese, and what not, and have continued to increase their registration.

It is really time that we stopped being afraid of usefulness in education. Usefulness is as much of a "social desideratum" as "personality development" or "democratic competency" or an "appreciation of leisure."

Now, it seems to many of us, that teaching a language should become an enterprise in teaching a frankly serviceable skill. Yes, there will be concomitant values, literary appreciations, development of this and the other social aspects, and what-not. But many of us hold that for the immediate present, and for the productive future, the

high schools ought to go about the job of teaching languages in a candid spirit of utilitarian instruction.

The process of learning a modern language needs to be broken down into specific skills, just as the process of learning a trade is broken down by a job analysis.

To learn a language seems off hand to involve 5 important steps:

1. Learning foreign words in their keenest and sharpest meaning.
2. Developing through drills an immediate availability of such words.
3. Developing a familiarity and mastery over the foreign sentence structure, word order, idiom, and general pattern of expression.
4. Developing a freedom from block, obstacle, and stage fright toward the foreign language.
5. Developing a skill, resourcefulness, and readiness of verbalizing experiences in the foreign tongue.

Now if those of us who sponsor modern-language instruction in secondary schools will stop somewhat shamefacedly seeking to justify modern-language teaching with arguments appropriate to the teaching of social studies, or literature, or what-not, and boldly and frankly say that we must have people who can handle modern language usefully, and that we propose to train such people, we can get somewhere. We can then demand an emphasis on modern-language teaching, both as a war adjustment and as a social need after the war. Certainly it was of military value when President Roosevelt recently talked in French to the French people, and President Quezon recently addressed Americans in English.

If we must admit that in the past we failed to teach language competency, either because we chose the wrong pupils, or our methods were inadequate, or we toiled under the witchery of a wrong philosophy, this is a time for change.



### *The Millstones*

In the administration buildings of many of our communities education is controlled by pedagogical

politicians; in the classrooms, by educational isolationists.—*Film and Radio Discussion Guide*.

# SUPERMAN *Licked*:

Junior-high teacher "frames" and defeats the invincible characters of the comic books!

By  
BERYL K. SULLIVAN

THE READING MATTER of the average junior-high-school pupil is both amazing and disgusting, and it is shocking to think of such unmitigated nonsense filling the adolescent mind. The material has neither reliability nor validity, it is harmful in content and suggestive in pictorial material. Constant reading of the comics leads to day dreaming on the part of the child, and prevents him from giving his imagination and mind to more valuable, normal thoughts and ideas.

That something should be done about this problem is obvious. Here is a plan that was tried in a junior-high-school homeroom last spring.

The pupils have a homeroom and before-school period which average about forty-five minutes a day, and one class was told they could bring to school any type of reading matter they wished for this period.

The supply of comic books that appeared was almost unbelievable in number, and lurid in content.

The pupils were allowed free rein among this maze of Superman, The Batman, Tarzan, and Flash Gordon, and a week later each child was asked to tell the group what he had read. The large comic reading group had difficulty in telling the others any specific thing they remembered. The first dozen reports from this group resembled one another so much that the class began to realize the sameness of the material in the comics.

A careful choice was made of pupils who had read other types of reading matter. Their reports were exciting and interesting. Finally, a class discussion brought out the fact that there was other material in books and magazines far more intriguing than the comic books read by most of the class. The pupils decided they would read other matter if they knew about it.

Once this goal was reached the teacher jumped into action. Sending the class to the library was not going to solve the problem, for many reasons. Pupils don't know how to choose from among so many books, some are unable to get to a library, and more important, the recreational reading material available is too far advanced for minds geared to the comic reading level.

Therefore the teacher placed in her room a wide variety of books, magazines, and papers. These were short in content, interesting, intriguing, and illustrated, and they covered the main interests of the group from sewing and the making of model airplanes to mystery and adventure.

**EDITOR'S NOTE:** *The author felt that the comic books and their weird dramatis personae were disgusting. But she didn't denounce them to her pupils. She simply arranged for a double program of oral reading reports. The comic book addicts were to report on their readings, while certain pupils who preferred good books were to report on some of them. Miss Sullivan explains her classroom coup in this article. The experiment occurred last spring when the author was teaching in the Junior High School West, Arlington, Mass. She is now studying and doing special research at the School of Education, Harvard University, Cambridge, Mass.*

The material was culled from children's magazines, Boy and Girl Scout publications, church papers, small books from five-and-ten-cent stores, children's pages in newspapers, and last but not least, libraries. The loose material was carefully edited, and attractively mounted or bound. By presenting only a certain story or article from a magazine, the child's attention could be focused more definitely on the right type of material.

After a few weeks of controlled reading another class discussion took place. A list was made of the various things pupils had learned, or of items which they had discovered that interested them. An effort was made to have the pupils try to find out why

reading interest was increased, and why classroom work was more satisfactory (*i.e.*, superior writing, etc.). The pupils were now bringing in material for the reading shelf, and were showing a marked interest in books that were well worth reading.

This plan could continue throughout the year. It requires a constant flow of new material—each new set of a higher type than before and increasing in value as the pupil's ability to evaluate grows with use—and means work for the teacher. But she will be well repaid by the increased growth and enjoyment of the child in reading literature that is as glowing with excitement, adventure, and intrigue as are the obnoxious comic books.



## The Science Teacher Opens a Unit on the Consumer

When a science teacher talks this way to a class of high school students, there is little chance of inattention:

"Once there was a very clever man who announced to the world that he had discovered a cure for rheumatism and high blood pressure. He sold thousands of bottles of the clear, tasteless liquid, and people were careful to follow the directions on the bottle—not more than one teaspoonful in a glass of hot water; morning, noon, and night.' They paid a high price for each bottle, too. Finally, a group of chemists analyzed the liquid. No wonder it was clear and tasteless—it was one hundred per cent water! How would you like to pay a dollar a bottle for ordinary water?"

The class registers disapproval, and the teacher continues. "You girls have undoubtedly heard of beauty clays and beauty masks. You know that they are expensive. But did you know that you could easily make your own—not that it would do your skin any good—for about ten cents a pound?

"You simply need to buy at a druggist's some kaolin, glycerin, and perfume, and mix the three into a paste. There are dozens of such frauds on the market. Some are harmless except for the money wasted; some are definitely harmful because of the chemicals they contain. You can find examples not only in cosmetics and medicines, but in clothing, canned foods, house furnishings, soaps, etc.

About this time, there will be hands waving for recognition. Jack says, "I had an example of cheating just yesterday. My new shirt was washed for

the first time, and did it shrink! But my mother bought it especially because it was marked 'pre-shrunk'."

Then Ann contributes this, "Did you ever notice what a tiny amount of medicine you get sometimes even though the package looks big? And the bottle has such thick glass sides."

Then Bill and Joan and Dick and all the rest add their experiences. And the desire for a Unit of Work on the subject is evident.

Consumer economy is always a popular subject with high-school pupils. By this time, most of the boys and girls have begun to do their own buying of school supplies, cosmetics, drugs, clothing, etc. And no one is more determined to get his money's worth than a teen-ager. All he needs is some accurate information and a little practical experience. In these war days, consumer economy is important for everyone, young and old alike; but adults for the most part are slow to change their ways. Thus, in the long run, education of high-school students for intelligent buying is quicker and more effective.

Such a unit functions most successfully when outlined by teacher and pupils into several fields, each to be covered by a small group of students. The groups work independently, after general instructions have been given, gathering information and preparing presentations for the class. Some convenient groups are these: cosmetics, medicines, soaps, clothing, foods, home furnishings, automobiles, etc.

—G. M. RELYE in *School Science and Mathematics*.

# SCHOOL NEWS DIGEST

*Edited by THE STAFF*

**WORK EXPERIENCE:** Working at outside jobs during a 6-month period which included the summer of 1942, pupils of Lodi, Cal., Union High School earned enough money to equal the entire maintenance cost of the high school for the preceding year, reports *Sierra Educational News*. Leroy Nichols, district superintendent, who made a survey of the results of the 6-month work period, reports that the pupils involved also showed noteworthy improvement in health, citizenship, and maturity. A bigger work program, under the direction of the agriculture teacher, is planned for 1943.

**FREE RADIOS:** Indiana high schools may each obtain one free 5-tube table radio from the State Department of Public Instruction, according to an announcement by State Superintendent Clement T. Malan. The radios have been produced in the Indiana public-school war-production program, from materials bought with war-production training funds.

**TOOLS:** "New Tools for Learning" is a consultation service for schools which offers coordinated programs of films, recordings, radio transcripts, and pamphlets. It has been established by New York University Film Library, the University of Chicago Round Table, and the Public Affairs Committee, to foster more effective use of the films and recordings of the first organization, the radio transcripts of the second, and the pamphlets of the third. The first catalogue offers coordinated groups of these materials for each of 21 current problems. Free copies may be obtained from New Tools for Learning, 7 West 16th St., New York City.

**BIAS:** Virtually all passages in school textbooks regarded as biased from the standpoint of race or religion have been eliminated during a ten-year campaign by a group of educational leaders representing Protestant, Catholic, and Jewish faiths, reports the *New York Times*.

**ACCIDENTS:** Facts for safety-education teachers, reported by the National Safety Council: In 1942, only 93,000 Americans lost their lives in accidents, a drop of 8% from the 1941 figure due to restriction on motor travel. Also, 9,300,000 were injured in non-fatal accidents. By some way of figuring, the Council announces that both types of accidents cost the country \$3,700,000,000. The general death rate in this country for 1942 was the

lowest since 1922. (Perhaps people hate to die before they learn how the war comes out.)

**ASSAULT:** A 300-pound mother who was charged with assaulting her 12-year-old son's teacher in New York City was recently sentenced to 30 days in the workhouse. The mother had accused the teacher of striking the pupil, which the teacher denied. The teacher stated that the mother had struck her, which the mother denied. The judge said that teachers must be protected. What educators have said all along is that teachers should get acquainted with parents. Then teachers would learn which of their pupils have 300-pound parents, and other valuable information.

**JUNIOR COLLEGES:** The number of junior colleges in 45 states in January 1943 was 624, a drop of 3 from the number reported in that month a year ago, reports the 1943 *Junior College Directory*, published by the American Association of Junior Colleges. While 30 institutions were closed in 1942, 27 new ones are listed. Although the junior colleges show a loss of 9,000 students for the year, there was an increase of 56,000 special students, resulting in a 17% increase in enrolment. California's junior colleges have an enrolment of 144,000, or almost half the total for all of the country's junior colleges, which is 314,000.

**WEEK:** National Boys and Girls Week is scheduled for April 24 to May 1, inclusive. Theme is "Learning the Ways of Democracy", and much attention probably will be given to the rising juvenile delinquency rate. Copies of a poster and a *Manual of Suggestions* may be obtained free from National Boys and Girls Week Committee, 35 East Wacker Drive, Chicago, Ill.

**CONSUMER:** Point rationing is featured in the February issue of *Consumer Class Plans*. Specific lessons are outlined on the reasons for the methods of point rationing, and pupils are given practice in the technique of using Ration Book II. Projects are outlined for the art, home-economics, science, and speech departments to cooperate in the point rationing plan. Also included are lesson plans on packing a lunch, care of shoes, and wise use of fuel oil and refrigerators. A sample copy of the issue may be obtained free from Consumers Union, 17 Union Square, New York City.

*(Continued on page 448)*

## ► EDITORIAL ◄

# Education by Direct Action: The Sensible Way

It is just possible that the part in the war effort that is being thrust upon the high schools may serve to cure us of one of our worst chronic ills. Call it what you will—pedagogical procrastination, or educational indirection, or prerequisitionism—its filtrable virus swims in our professional bloodstream, chortling over the success of its sabotage and our consequent bewilderment.

A fourteen-year-old girl expresses an interest in the French language. Do we lead her at once into the limpid waters of *Français*, to slosh about there to her heart's content and so adapt herself to the new element? Most of us certainly do not. We lead her to the bleachers at one side and begin to talk to her about the characteristics of the pool—its dimensions, its peculiarities, the specific gravity of the contents. That is, we analyze the language for her, and have her stand at a respectful distance and discuss its features—declensions, conjugations, verbs, elisions, etc.

We forget that she doesn't want to reconstruct the language—that she doesn't even want to take it apart; she just wants to use it as a medium of communication. We forget that she knows practically nothing of it, and try to impose upon her by main strength the point of view that can be attained only by those who already know all about the language.

In other words, when she wants to talk French we put her off until she has been exposed to a series of experiences which we fondly style "groundwork" or "fundamentals." That there are many language teachers who have forsaken such a procedure and

adopted direct action, does not move us to do likewise. We believe in a "good foundation."

A ninth-grade boy enrolls in the commercial course. He wants to study accounting. Too often we put him off until he has a "foundation" course in arithmetic and English; we forget that he has been studying arithmetic and English for years and years and is eager for something else. We dally along with "foundation" while his ardor cools and he develops the conviction that nothing which a teacher proposes is to be trusted.

The primary teachers used to suffer from this malady, but they have long since recovered. Time was when a youngster about to learn to read was put off until he had learned all the letters in conventional and reverse order, together with certain "fundamental" combinations like "ab", "ad", "be" and so on. Now—they just put him to reading.

In this present emergency a lot of our boys must learn to be radio technicians. To this, our first reaction is instantaneous, automatic, and characteristic: let us give them four years of mathematics and two years of science, and follow that with a course in radio. No matter that the greater part of traditional high-school mathematics and science has no perceptible relation to radio operation and upkeep; that's what we'd like to give them.

But just now there isn't time for that; the Axis won't wait. Something has to be done at once. The upshot will be that thousands of high-school boys will be studying radio

and physics at the same time—not physics and then radio, but radio with physics. And let us prepare to be surprised to find that they will know more about both subjects than they would if they studied them serially.

Many fields of specialization for war activities will be handled in this way, to the confusion of the prerequisite school of thought.

If we can learn something from this experience, we can greatly step up the efficiency of the high-school program. Some-

time, somehow, we must learn this: that the student's inner drive is worth many times the mere logical sequence; that generalized knowledge is best developed from the areas to which it will most likely be applied; that knowing the words in which preliminary learnings are expressed is no guarantee of understanding; that, in short, the effective way to learn a thing is to dive right into it.

Perhaps some day we shall find out what we want our pupils to be able to do, and start them right out doing it.

H. H. R.



## Aspirin for Small-High-School Headaches

We have with us many small high schools under 200 enrolment. There are counties in this state (Washington) which do not have a single high school with a 250 enrolment.

The headaches in these schools are just two, and both are so simple to correct that it is a shame to claim the principle of equality and yet ignore these small fry, session after session, with the excuse, "Sorry, little fellow, but we're too busy this time." These two pains in the upper neck revolve around transportation and low income per teacher.

Of the seven second-class districts in Pacific County, two in 1940 spent around 26¢ per day for every child in school on transportation alone. All the state's two-bits was used in the process of getting children to the building.

True, the state pays a share of these costs, but never more than a half. Thus these schools used up at least 12½¢ of their 45¢ per day income just to get the children where they could be reached by the slow, painful torture of classroom procedures. Really, it isn't fair that some schools have 45¢ to make life miserable for our younger generation and others have to use crude old-fashioned measures costing only 32¢. . . .

Increasing the state share to 80 per cent of the transportation costs will not solve the problem and will lead to abuses. Any plan which puts a premium on padding cannot be satisfactorily used as a basis of a permanent plan of apportionment.

A plan designed to put a premium on efficient operation is under consideration by the Tri-County Administrators in Grays Harbor, Pacific and Mason

Counties. In this plan, the state in brief would set up a minimum cost per mile at which a normal district should operate buses. This would consider wages per hour, depreciation and operation. Since the figure would be placed rather low, most of the districts would have to exceed this cost and pay the excess themselves. Yet the poor struggling district, through necessity and efficient management, could so organize as to operate under the state allotment and get up to 100 per cent of its costs.

Under this plan, transportation becomes an incentive for effective management instead of an almost irresistible temptation to pyramid costs. . . .

Now, children, that will be all for today. Tomorrow we will take up the proposal of double-days attendance for the first 50 or 75 students, or in other words, granting a bonus of around \$4000 to each and every high school.

You see, children, in 1940 a school with 500 enrolled had \$2150 per teacher in school to run the high school on while a school with 300 enrolled had \$2100 per teacher, one with 200 had \$1900, and one with 100 students had but \$1600 per teacher to spend on brain exercises for mamma's young hopefuls.

Now, children, that isn't fair, is it? Well, you read and see how doubling the attendance in this manner will practically correct this evil in our education system of appropriation.

Yes, some day we must get around to these problems, but, in the meantime, please pass these little fellows the aspirin.—FORREST E. BECK in *Washington Education Journal*.

# SCHOOL LAW REVIEW

## Liability and the School Trip

By DANIEL R. HODGDON

Teachers while teaching or conducting or supervising classes are contractors—the same as any independent contractor—and are liable for negligence just as contractors in general are liable. Teachers must care for children with the same degree of caution that a careful parent would show toward his children.

Often teachers may take children away from school buildings for trips as a part of their education. Children learn a great deal from field trips, but certain precautions should be observed regarding this practice.

### Board's Responsibility

The right to take children from school buildings should be clearly understood. A board of education should make provisions for such instruction when authorized to do so by law or implication of the law, and give such a right to the teachers in a regularly passed by-law of the board. In most states the law provides that the board of education "shall" approve courses of instruction and provide for proper supervision of children. The board of education is an agency of the state and being an agent it has no choice but to comply with the regulations imposed upon it.

Too many boards of education fail to do their duty in this respect. Where such duty is imposed it is a ministerial duty, and members of the board of education may become personally liable for negligence even when the board itself, as a board, cannot be held liable because of its governmental agency nature. Boards of Education should pass some simple regulation such as: *Teachers are permitted, after having secured the written consent of the parents and the permission of the principal, to take children on field trips for educational purposes during school hours.*

### Suggested Form of Resolution

Following is a resolution on field trips which boards of education may use:

"The superintendent of the schools of Blanktown is hereby authorized to add from time to time to the curriculum or course of study such outside-of-school activities as may seem best in line with progressive trends and practices in education and to make such rules and regulations for the conduct

of the same for adoption by the Board of Education (trustee or trustees), and when such activity or activities have been so added and approved, a teacher, after having obtained permission of a parent of each child in a class and the principal of the school, shall be privileged to arrange for transportation and conduct a class of pupils on trips or excursions to a museum, fire house, telephone exchange, and to any place of business, to a manufacturing plant, to an exhibition, to a show or contest during school hours or after school hours or on holidays or non-school days for the purpose of observation, of obtaining information and/or for instruction, and a teacher so conducting a class shall be considered engaged and acting within the scope of his employment and/or under the direction of the board of education (trustee or trustees).

"Principals, supervisors, and teachers under the direction of the superintendent of schools are hereby authorized to conduct and/or to supervise groups of pupils or classes and/or to give instruction in swimming, horseback riding, skating, play-day exercises, hikes, bicycle riding, athletic contests, exercises and practices, various other contests, rifle teams, service organizations, clubs, bands, orchestras, glee clubs and musical groups, and to organize, form and supervise student councils, student police, student safety patrols, student assistant corps, and to delegate authority to the same and to use in classrooms various kinds of visual aids and to instruct pupils in the use of the same.

"The superintendent shall make rules and regulations governing these activities both during school hours and out-of-school hours, and principals, supervisors, special teachers and teachers engaged in giving instruction in, and/or supervising, and/or conducting such activities during school hours or out-of-school hours shall be considered engaged and acting within the scope of their employment and/or under the direction of the board of education (trustee or trustees)."

### Permission of Parents

Permission of the parents is essential, because the parents in surrendering their children to the teacher "*in loco parentis*" do so with the understanding that the children are given instructions within a certain building and on certain school grounds.

Duties arise out of this relationship and liabilities arise out of the contractual relationship which requires the teacher to act as a reasonably prudent and careful parent would act under the same circumstances (*See Stevens v. Fassett*, 27 Maine 266, (1847).

Of course it might be possible for a board of education to provide for such field trips in the adopted course of study, thereby making it known to all parents, actually or constructively, that children are to be taken on field trips as a part of their education. This might obviate the necessity of obtaining written permission from parents. One of the simplest forms by which this permission is granted is:

#### *Form for Note to Parents*

Dear Parents and Guardians:

The Board of Education fully realizes that the educational development of the child should include observations and experiences outside the classroom. With that in view, the Board of Education and the faculty are arranging certain expeditions to provide this fuller understanding.

The Board of Education and the teachers want the assurance that each pupil engaging in the extra-building excursions is doing so with the consent of his or her parents or guardians.

While precautions are being taken to insure the safe return of all students, the Board and the teachers do not want to be held responsible, in case of injuries or accidents should they occur.

If, under these conditions, you wish your child to enjoy the added benefits of extra-building excursions, please sign and return the permit below.

Respectfully,  
Board of Education

(Signed by Principal)

#### **PERMISSION OF PARENT FOR TRIP**

I am willing that my child (Name of child) shall go to the (Give detailed information) located at (Give location) on (Date). I hereby release the Board of Education of (Blanktown), the principal and teachers of (Name of school) from any and all responsibility for any accidents which may occur at (Destination) or enroute to or from that place.

\_\_\_\_\_  
(Signed)

#### *Extent of Release of Parents*

It must be understood, of course, that the parent only releases the school principal, teachers and board from any expense or damage associated with any accident caused by negligence which the parent must or does assume. The parent of course cannot

relieve the principal, teacher or anyone else from responsibility or liability as far as the child is concerned.

A child can always sue a teacher for injuries sustained because of the negligence of the teacher, and there is no legal way, except by statute, of releasing the teacher from such liability. The child cannot do so, neither can the parent do so for the child. Parents' consent affects only parents' rights, not those of the children.

#### *Liability of Superintendent*

The superintendent of schools in giving permission for a field trip is liable for negligence. In the first place no sensible superintendent would give permission for field trips if such trips were not first provided for in the board of education regulations or statute. A board of education could not be held liable for the superintendent's negligence unless the law made the board liable. When the superintendent acts beyond the scope of the powers granted him by the board he alone is liable. In some states the board cannot be held liable under any condition.

Individual members of the board are not liable unless they fail to perform some ministerial duty imposed by law, such as failure to make rules and regulations governing field trips.

Regardless of various views on field trips, it is well recognized that they have definite educational value and should be provided for in the course of study by a board of education, if the board has authority to do so. Failure on the part of the board to do so is evidence of its indifference to the educational program. The superintendent may often be blamed for this carelessness and indifference because he is the leader chosen to suggest policies.

#### *Field Trips Inherently Dangerous*

Field trips have more inherent possibilities of danger than the average classroom. The teacher must be constantly alert to avoid injury to the children. Teachers should give definite instructions to pupils about the trip: how the children are to conduct themselves and what rules they are to observe. It is often a good policy to provide each child with a printed or mimeographed copy of the regulations. Parents should also receive a copy as an indication that everything possible is being done for the benefit of the child during a field trip.

Traffic hazards, transportation facilities, child behavior, and supervision enter into the problem of negligence on the part of the teachers. The care, conduct and methods of supervision of the teacher are all important.

## BOOK REVIEWS

JOHN CARR DUFF and PHILIP W. L. COX, *Review Editors*

*Our Democracy and Its Problems*, by L. J. O'ROURKE. Boston: D. C. Heath and Company, 1942. 698 pages, \$1.88.

The author of *Our Democracy and Its Problems* has prepared a text for high-school youths that should prove most stimulating and enlightening. In a preliminary section addressed to the student, entitled "Expressing Your Opinions", there are listed 82 significant statements concerning each of which varying beliefs are almost daily asserted in the press, from platforms, in personal conversations and group discussions, and by innuendo or forthrightly in drama, fashions, and display. As the pupil proceeds through the text, he is referred back to specific statements of this list to reconsider his first reaction to it, both before and after he completes the unit.

In the hands of a competent teacher, the procedure should prove most challenging to all concerned. For it should make clear for each one to what an extent his mind at any moment reflects unassured stereotypes, names, and institutional loyalties. Such skepticism about oneself and one's

colleagues is usually fundamental for intellectual tolerance toward others and for humble truth-seeking on one's own part.

The text is divided into six parts: The Basis of American Surety; Our Economic Life; Social Problems; The United States and World Problems; Political Organization or Problems of Government; and Problems of the Individual. In the world of chaos and possible reconstruction that faces high-school youths *right now*, the content and procedure indicated by the organization of this text is most significant.

P. W. L. C.

*Community Workshops for Teachers in the Michigan Community Health Project*, by HENRY J. OTTO and others. Ann Arbor: University of Michigan Press, 1942. 303 pages, \$2.

"Workshop" is a word. The student of semantics would have a busy day tracing out all the meanings it has. Even when used in the newer connotation, referring to an educational method, it has many



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meanings. The book at hand makes clear the full meaning of the term as it is employed by the educational profession in one locality; more than that, it is a readable account of a scientific adventure, and the "diaries" kept by some of the companions in this adventure may prove to have some of the value we now attach to the diaries kept by other explorers who first ventured out into unknown areas.

Beginning in 1931 the W. K. Kellogg Foundation subsidized the experiment known as the Michigan Community Health Project. There were seven counties in the area in which the project was developed. The particular significance it has for education lies in the fact that "health" was interpreted so broadly that it came to mean all the conditions necessary for wholesome, purposeful, social living; where it was concerned with children and youth it was planned in such a way as to see the "whole child" in the "total community".

During the seven-year period ending January 1942, the educational director of the Kellogg Foundation was Dr. Henry J. Otto. He was a principal contributor to the development of the four workshops described in this volume; it was his initiative that made its publication possible; and he has prepared the first and last chapters of the six that make up the report. The others have been

drafted by J. Darrell Barnard, Vivian V. Drenckhahn, Fred A. Miller, and William G. Woods, collaborators in the project.

Chapter II is Miss Drenckhahn's report on the workshop at Marshall (summer 1941), which dealt with problems in health education related to community life. Chapter III, by Barnard, describes the workshop at Hastings, which centered about problems in science education. The workshop at Hillsdale, centered about problems in social science, library science, and the language arts, is reported in Chapter V by Mr. Miller.

The authors of this report have no intention of setting up a pattern to be followed in other communities where workshop experiments in teacher education are attempted. Indeed, it is obvious that community workshops of this kind can be successful only where there has previously been developed the social insight, widely shared, and the cooperative community agencies geared to function as they did in the localities where the Michigan workshops were organized.

The report is of great significance to all of us who are professionally interested in the development of the workshop method, but this volume is only one of a hundred or more reports which would be required to review the whole program of the Michigan Community Health Project. It is a disas-

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trous loss to the profession of education that these reports will probably never be published.

Your reviewer had the privilege of visiting some of the activities the Health Project sponsored when it was in full flower, and the visit has been a continuing source of inspiration. There was abundant substantiation for the faith that education is not a disciplinary process carried on by narrow subject-centered specialists, but rather that it is a way of living shared by teachers, nurses, physicians, pupils, parents, professors, county agents, and all the others who held partnership in a vision they were converting into reality.

Mr. Kellogg's cornflakes have a special flavor for anyone who has seen the camps for pupils and teachers and parents, developed and maintained by the foundation he established; and "capitalism" would not so often be on the defensive if more wealthy men invested their money so generously in books for school and community libraries, hospitals for rural communities, visiting nurse service for children, sanitary engineering, teacher-education workshops, parent-education scholarships, and the many other integrated services that were part of the Michigan Community Health Project. J. C. D.

*Lumiprinting, A New Graphic Art*, by JOSEPH DI GEMMA. New York: Watson-Guptill Publications, Inc., 1942. 113 pages, \$3.50.

Artists and art teachers are, as a class, conservative. They are trained to regard the work of the great masters with awe and reverence, and there is inevitably a tendency to think of art as something in the past, something that has happened, something that has attained a degree of perfection that can be respectfully admired and coyly imitated, but nothing that can really belong to us in our times. Fortunately, every generation has its share of robust rebels among the artists, men to whom art is an adventure, men who jump the fences of convention.

Joe di Gemma surely is one of these. When the muse comes to him, he does not kneel humbly before her in a foggy mood and namby-pamby mysticism, but he takes her arm, looks into her eyes knowingly, and says, "Hi'ya, Babe!—let's go places!"—and they do go places.

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J. C. D.

*Changes in the Student Body of the Eastern Illinois State Teachers College, 1925-26 to 1940-41*, by EMMA REINHARDT and FRANK A. BEU. Charleston, Ill.: Eastern Illinois State Teachers College Bulletin, No. 159, July 1, 1942. 62 pages.

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## Book Review

# TEACHING ATHLETIC SKILLS

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Foreword by Dr. Jay B. Nash

"Teachers of physical education on the secondary school level will find this book a valuable source of activities as an aid in teaching the skills of certain athletic sports . . . soccer, touch football, basketball, volleyball, softball, golf, tennis, track and field . . . ."

Mr. Craine has had some 15 years' experience teaching physical education and during this time he has experimented with hundreds of skill activities. This book contains a carefully selected group of some 215 activities which were found to be most effective in actual teaching. . . . These materials represent a contribution to the field of physical education as well as an aid to better teaching.

"The new concept of physical education gives rise to new problems concerning the nature of the program itself together with other problems relating to organization and administration. The chapters which discuss these problems contain much valuable information and should prove helpful to teachers."

"The author has based the solution to the various problems upon sound educational principles and these are clearly stated in connection with each problem."—From review by E. Benton Salt in *The Educational Forum*.

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preparing to teach in the public schools have interested educators. These conditions furnish the primordial controls of teacher-preparatory processes and of the schools which are staffed by graduates.

In the exemplarily concise report on the culminations of repeated studies covering fifteen years some of the pertinent data are identified. It is found that there are few significant changes in the population of this particular institution, except the increase in the percentage of men students. Of the characteristics that have been fairly constant, those most challenging are the selective attraction of high-school graduates who have since primary school days found institution processes and atmospheres congenial, and the dominance of convenience and cost rather than interest in preparing to teach in the decision of students to enrol in the college.

P. W. L. C.

*The Ohio Study of Recreation Leadership Training*, by W. W. CHARTERS and V. W. FRY. Columbus, Ohio: Ohio State University, 1942. 173 pages, \$2.

The recreational program of the Works Progress Administration has been so vast and multifarious in recent years that a heightened awareness and appreciation of competent leadership developed. With the assumption that the institutions and instruments devoted to the selection and preparation of school

officials could be of service in identifying and training competent recreational leaders, this cooperative research was undertaken by officers of the Ohio WPA and the Bureau of Educational Research of Ohio State University.

Basing their criteria on the results of available studies, recreation activities were classified, the activities of recreation workers were analyzed and the personality traits of workers identified and evaluated. On the basis of this classification, analysis, and evaluation, a course of study for recreation workers is proposed. Finally, the reactions from practical experts in the field of recreation, who read the manuscript before its publication, are given, each followed with a comment by the authors.

For educational faculties the greatest service that this report can contribute may well be the example, inspiration, and technics that it furnishes. At this crucial moment in the development and decay of educational institutions, even departmentally entrenched faculty members may be ready to re-examine the *Commonwealth Teacher Training Study* of 1929, the procedures and conclusions of which have so consistently been neglected in favor of rationalizations and political maneuvering. If the present emergency shall stab us awake, fundamental practical research, such as this study exemplifies, may come to have significance even for teachers college faculties.

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*Science and Sanity: An Introduction to Non-Aristotelian Systems and General Semantics*, by ALFRED KORZYBSKI. Lancaster, Pa.: The Science Press Printing Co., 781 pages, \$6.

The second edition of this pioneering treatise, with a new introduction and additional bibliography, finds a public mind somewhat better prepared to engage in the arduous task of reading it studiously than in 1933 when the first edition was published. To be sure, Korzybski's masterly *Mankind and Humanity* with its emphasis on man as a time-binding animal had assured his work the attention of scholarly men who were interested in language. But most of us were so busy with other concerns that the appearance of strange words, mathematical formulae and graphs, and the imposing voluminousness of the book frightened us off.

Fortunately, Stuart Chase's *Tyranny of Words* (1938) and the flock of articles, reviews, and editorials that it inspired has familiarized a large section of the reading public with the more frequently used terms, such as semantics, referents, operational, etc. Since then a number of books have appeared for popular and class use dealing with the significance (semantics) of language, both as a mode of behavior and communication and as an instrument for preserving mental-emotional sanity.

This book is not to be read on a summer after-

noon in a hammock. It is replete with pregnant sentences that need to be reread and checked. It assumes an acquaintance with ideas and terms and branches of knowledge that few of us have readily at hand.

Its main thesis, however, will not startle readers who are familiar with John Dewey's *Human Nature and Conduct* or J. B. Watson's *Psychology from the Viewpoint of a Behaviorist*, or with any book on *Gestalt* psychology. He contends, for example, that individuals are never identical even with themselves except momentarily, that language is behavior, that word-meanings are derived from experiences and permeate even the nerve and endocrine structure of people, that words are signs (*sema*) of behavior responses to situations, and that education, especially scholastic and religious education is worse than futile, even positively harmful, insofar as it uses words instead of experiences as instruments for teaching and learning.

Because, quite understandably, Korzybski (and his disciples) are primarily interested in the use of language both in precise statement and in understanding the meanings, it seems to the reviewer that a major aspect has been neglected. Educated behavior is the product of experiences; insofar as words are accompaniments of these experiences their use both in statement and in apprehension is effective among those who have had similar experiences

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*Excerpted from an article by Harry Bard in The Journal of Education.*

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*Problems of Articulation between the Units of Secondary Education*, by JAMES W. RICHARDSON. New York: Bureau of Publications, Teachers College, Columbia University. vi + 192 pages, \$2.10.

This doctorate study represents a new attack upon an old problem. The problem of articulation between secondary-school units is a persistent one. An early attempt at better articulation was made in the Report of the Committee of Ten in 1893. A most thorough and comprehensive consideration of the problem was made in the Seventh Yearbook of the Department of Superintendence, *Articulation of the Units of American Education*. This yearbook defined articulation as follows:

"That adequate relation of part to part which makes for continuous forward movement. In terms of education, it implies such adjustment and relationship between and within school units as permit every pupil to make progress at all points in his school career. All factors which tend to impede prog-

ress are looked upon as evidences of poor articulation."

Nearly all studies of articulation have assumed that the problem was one for the profound consideration of theorists and philosophers. On the contrary, the present study utilizes the latest methods of scientific research while at the same time insisting that pupils, parents and teachers have their "fingers in the pie". Dr. Richardson states the problem of the present study as follows: "What differences in school environment, encountered by pupils when they transfer from one administrative unit to another in secondary-school systems, help or hinder their adjustment in school?"

The data of the study were obtained as follows: (1) A questionnaire to pupils entitled "How Do You Find School Life This Term?" (2) A questionnaire to pupils entitled "How Different is School Life This Term?" (3) A statement of teachers' estimates concerning pupils' progress. (4) A letter of inquiry to parents concerning pupils' progress.

Significant conclusions of the author are as follows: (1) The articulation of school units, as a function in secondary education, was shown to be specific in each school system. Such elements as class discussion, memorizing, home study, are specific phases of the general aspect. (2) Time is a factor to be considered in the problem of articulating the administrative units of secondary education. The

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degree of articulation varies with date in the school term. (3) Efforts at articulation were concerned chiefly with helping pupils to adjust themselves to their new experiences after transfer from one unit to another. (4) Contrary to popular opinion, this study showed that senior-high-school teachers possess a knowledge of the problems of articulation of pupils sent on to them. (5) Problems of articulation can be analyzed without expert investigation.

In the opinion of the reviewer, the study provides no data which may be made the legal tender of the realm. Reduced to lowest terms, the findings suggest that various local school units should cooperate in smoothing the way for their students transferring from one unit to another. O. M. C.

*Hollis Dann*, by REVEN S. DEJARNETTE. Boston: C. C. Birchard. 157 pages.

This book is disappointing. The author fails to impress upon his readers the greatness of his subject. He has given a chronology of Dr. Dann's professional career; yet it breathes little of his spirit.

Dr. Dann was an inspiring teacher and a great choral conductor. You know this from certain statements in this book yet you do not "feel" it. The author has been unable to choose those incidents in Dr. Dann's life, those revealing and refreshing anecdotes, which would have portrayed his character, his thoroughness, his musicianship, his ideals, his deep emotions, and his rich spiritual power. His friends in Ithaca like to tell how he won support for his public-school music program by having children sing well-known songs with such feeling and beauty that all opposition vanished. I recall how he quietly, yet effectively, rebuked the New York Philharmonic Orchestra for lack of cooperation when rehearsing Verdi's *Requiem*. By more thorough research and thoughtful study many such incidents could have been used which would have made Hollis Dann, teacher and conductor, vitally alive on every page of his biography. Dr. Dann lived a most dynamic, enthusiastic, and colorful life.

This book was written prematurely. Of Dr. Dann, the author has a keen appreciation, but it isn't sufficiently articulate to be shared with a public which hasn't had the privilege of knowing this unusual teacher.

Dr. Dann's outstanding contribution to education was his philosophy and vision, as he phrased it, "music for every child, every child for music". There are still many teachers of public-school music who do not understand the import of this philosophy and who do not have the vision. Any biography of Hollis Dann must reflect this philosophy of life and of music education, and reveal his practices and accomplishments for translating it into reality. Therein lies his greatness

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### **SCHOOL NEWS DIGEST**

(Continued from page 430)

**EDUCATION ABROAD:** The following items are from Office of War Information reports:

The curriculum of the secondary technical schools of Haarlem, Holland, is being expanded by "request" of a Nazi control group. The "expansion" will be addition of courses in national socialism.

In Denmark, reform schools are so overcrowded that offenders as young as 15 are being sent to prison. Fathers of many of the delinquents are working "abroad", and their mothers spend their time in "disreputable company".

A Tokio radio reports that inspectors with sweeping powers over educational methods and textbooks will be appointed to supervise "management and guidance" in the schools.

**CHILD LABOR:** It is still possible in 34 states for children to leave school and go to work at 14 or 15 years of age, according to a statement of the National Child Labor Committee reported in the *New York Times*. And there has been a noticeable wartime increase in illegal child labor, especially in night work by children under 16. At present, 580,000 boys and girls of 14 and 15 are working either full time or part time in industry and agriculture.

**INCREASE:** A ninth month of education for North Carolina pupils, and a 15% increase in teachers' salaries have been requested by Clyde A. Erwin, state superintendent of public instruction. Included in the budget is a differential of \$250,000 which is set up to level off salaries of Negro and white teachers. The plan calls for reaching an equality of salary for the two groups in three years.

**BUDGET:** The annual budget of big Columbia University has dropped by more than \$2,000,000 in the past ten years, according to the President's Report just issued. In 1931-32, the total budget appropriations were \$13,283,361.05; in 1941-42, the amount had dropped to \$11,154,898.51.

**PEOPLE:** "The People's College" is an innovation at Atlanta University (Negro), Atlanta, Ga. Citizens of Atlanta in all walks of life, regardless of previous educational background, are to be given an opportunity to participate. The only charge is a 50-cent registration fee. Among the many subjects to be taught are: baking duties, statistical arrangements, interviewing callers, telephone technique, handling reference books, filing, billing and invoicing, and development of desirable physical and personality traits, reports *School Science and Mathematics*, quoting the *Atlanta Daily World*.